



# STUDY ON EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS AT BALASORE DISTRICT

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## Abstract

In everyday life emotions play a significant role in determine the behaviour of human beings and how they react in different situations. Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship. The present study discusses the level of emotional intelligence of higher secondary students on the basis of gender and locality. The researcher used random sampling method to collect data and use descriptive survey method to study the level of Emotional Intelligence of the higher secondary student. The sample consisted of 150 higher secondary students. The Emotional Intelligence scale developed and standardized by S.K. Mangal and Subhra Mangal with respect to four aspects of Emotional Intelligence. Statistical techniques like frequency and percentage analysis, Mean, Standard deviation, t-test and ANOVA are used to analysis the data. The result shows that Emotional Intelligence was independent of gender and locality of higher secondary students. The level of higher secondary school students Emotional Intelligence is average in nature.

**KEYWORDS:** Emotional Intelligence, Gender, Locality, Higher Secondary Students

## 1.INTRODUCTION:

“IQ contributes about 20% to the factor that determine success-leaving 80% to other factors. These factors make up what is called emotional intelligence or EQ”. (Daniel Goleman, 1995). In everyday life emotions play a significant role in determine the behaviours of human beings and how they react in different situations. Emotional Intelligence consists of two words Emotion and Intelligence. Emotion is an intense mental state arises subjectively rather than through conscious effort and is often accompanied by physiological changes and the is often the part of the consciousness that involves feelings and sensibility. (American Heritage Dictionary 1969) Intelligence is a general capacity and mental adaptability to new problems and conditions of life. (Stern, 1914). Presently we are living in a society where every individual is surrounded by a host of

problems. The problem generally ranges from personal to social, economic to geopolitical, ethnic-racial to cultural along with environmental and health. It is recognition of interpersonal skills and the ability to get along effectively with others that has forced the researcher to venture out and learn more about emotional intelligence. Emotions and learning occur in the brain. Learning means receiving knowledge or skills. Learning requires thinking. Our thoughts impact how we feel, how we feel influences how we think. The connections between emotion and learning are bi-directional and complex. It is evident from researches that people with high emotional intelligence, possess the skill of expressing emotions as much as controlling them, whereas people with low emotional intelligence tend to blame others for their feelings, are unable to articulate their feelings and are more prone to criticism and judge others.

## **2. SIGNIFICANCE OF THE STUDY:**

The significance of this study lies in its impact of Emotional Intelligence on gender, stream and locality of higher secondary students. The present study suggests that Emotional Intelligence plays a pivotal role in helping students to develop their emotions better and be empathetic to others around them. Positive emotions can help a student to engage with learning and develop a positive experience. This can help them to improved self-motivation and more effective communication skills and essential skills to helping students become more confident learners. Emotional intelligence plays a pivotal role in designing the required personality, built up the emotional maturity suitable to the age; build up the ability of self –adaptation for solving the stress problems and the pressure of life in the completing status of an individual. Emotional intelligence re-enforces the concomitant drive to increased individualism. Emotional intelligence helps in stimulating motivation, improving communication, reducing stress and enhancing decision-making power of teachers, administrators, students and also parents. Emotional Intelligence also helps to cope with stressful situations. The Indian education system needs to be reviewed to take into consideration the growing importance of EI and the benefits it will bring for our children, if it is correctly integrated their educational program. If we neglect this part when we're acknowledging that a test score is more important to us than considering our child as a human being. Ultimately children using their EI will be better prepared to face adult life when they will have to work in team towards a common goal, devise plans and strategies and handle disagreements and conflicts with their colleagues. This study suggests that all students require emotional assistance to perform well academically and become emotionally matured ones. Emotionally matured students can not only perform well but they may be right human beings as well as better citizens. Teachers should assist male students to improve Emotional Intelligence likewise female students. Arts and commerce students need to improve their Emotional Intelligence likewise Science students.

## **3.OBJECTIVE OF THE STUDY:**

- 1.To find out the level of emotional intelligence of Higher Secondary Students on the basis of gender (Boys and Girls).
- 2.To find out the level of emotional intelligence of Higher Secondary Students on the basis of locality (Urban and Rural).

**4.HYPOTHESIS OF THE STUDY:**

H0-1 There is no significant difference between the boys and girls higher secondary students in their level of emotional intelligence.

H0-2 There is no significant difference between the urban and rural higher secondary students in their level of emotional intelligence.

**5.METHODOLOGY:**

Research methodology is a way to systematically investigate the research problem. It gives various step in conducting the research in a systematic and a logical way.

**5.1 RESEARCH DESIGN:**

This study is designed to study emotional intelligence of higher secondary students. The investigator followed the descriptive survey method for the present study. As per the objectives and hypotheses of the study the researcher decided to use descriptive Survey method to study the level of emotional intelligence of the Higher Secondary student at Balasore districts. The researcher used random sampling method to collect data from 150 numbers of samples from Fakir Mohan junior college, Remuna College, BCET Higher Secondary School, Kuntala Kumari Sabat Women's College of Balasore.

**5.2 POPULATION:**

The population of the study Comprise of all Junior college students of Balasore districts According to the annual publication by Department of Higher Education, Government of Odisha 2022-2023, there are 19 colleges in Balasore Districts, there are 2943 students out of which there are 1329 female and 1614 are boys.

**5.3 SAMPLE:**

In the present study Fakir Mohan Junior college, Remuna college, BCET Higher Secondary School, kuntala kumari sabat women's college at Balasore District as sample by following random sampling technique. The final size comprised of 72 boys and 78 girls from different Higher Secondary College.

**5.4 TOOLS USED FOR THE STUDY:**

The emotional Intelligence inventory S.K Mangal and Subhra Mangal shall be administered to find out the Emotional Intelligence of Secondary school students.

This emotional intelligence inventory it consists of 100 items of for are-

- i. Interpersonal Awareness (own emotions),
- ii. Inter personal Awareness (on emotions),
- iii. Intrapersonal management (own emotions),
- iv. Interpersonal management (other than emotions). age group 16+.

### 5.5 METHOD OF DATA COLLECTION:

The researcher visited personally to the selected Colleges With the prior permission letter of the head department of fakir Mohan junior College, Remuna College, BCET Higher Secondary School, Kuntala Kumari Sabata women's college of Balasore district.

### 5.6 STATISTICAL TECHNIQUE USED:

The researcher used t-test and ANOVA for statistical techniques.

## 6. ANALYSIS AND INTERPRETATION

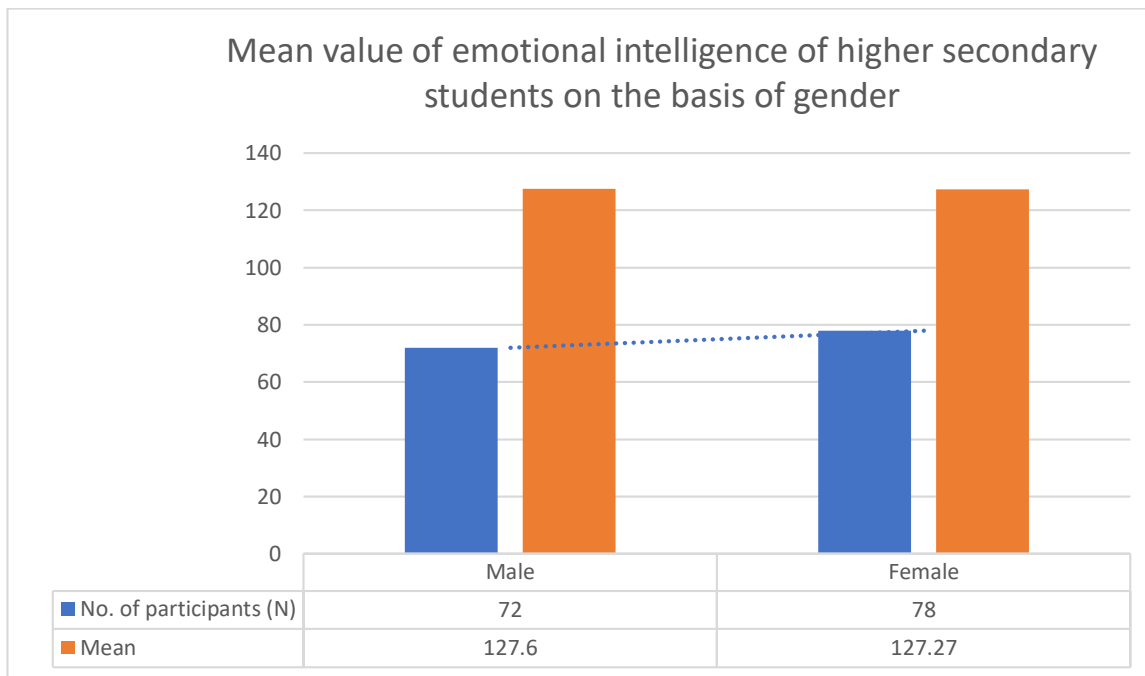
**Testing of Hypothesis 1-** There is no significant difference between the boys and girls of higher secondary students in their level of emotional intelligence. Significant difference in the mean score of junior college students on the basis of the Gender.

**TABLE-1**

Gender	No. of participants (N)	Mean	SD	t-Value	Remarks
Male	72	127.60	13.64	0.1454	Not significant at 0.05 Level
Female	78	127.27	13.95		

Figure: 5 Mean value of emotional intelligence of higher secondary students on the basis of gender

**FIGURE: - 1**



It is found from the table that means and Standard deviation of male students are 127.60 and 13.64, respectively. Mean and standard deviation of female students are 127.27 and 13.95, respectively. The obtained t-value is 0.1454. Hence null hypothesis, significant at both 0.05 and 0.1 level of significance. There is no significant difference between the boys and girls in their level of emotional Intelligence of higher secondary Students.

**TABLE- 2:**

Dimension wise distribution of emotional intelligence score on the basis of gender

Dimension of emotional intelligence	Gender	N	Mean	SD	t-test	Remark
Intra-personal Awareness	Male	72	33.15	4.05	1.3417	Not significant at 0.05 level
	Female	78	32.15	4.97		
Inter-personal Awareness	Male	72	33.26	5.30	0.5734	Not significant at 0.05 level
	Female	78	32.74	5.77		
	Male	72	33.68	6.47	1.0189	

Intra- personal management	Female	78	32.64	6.03		Not significant at 0.05 level
Inter- personal management	Male	72	33.12	4.12	1.2316	Not significant at 0.05 level
	Female	78	32.55	4.87		

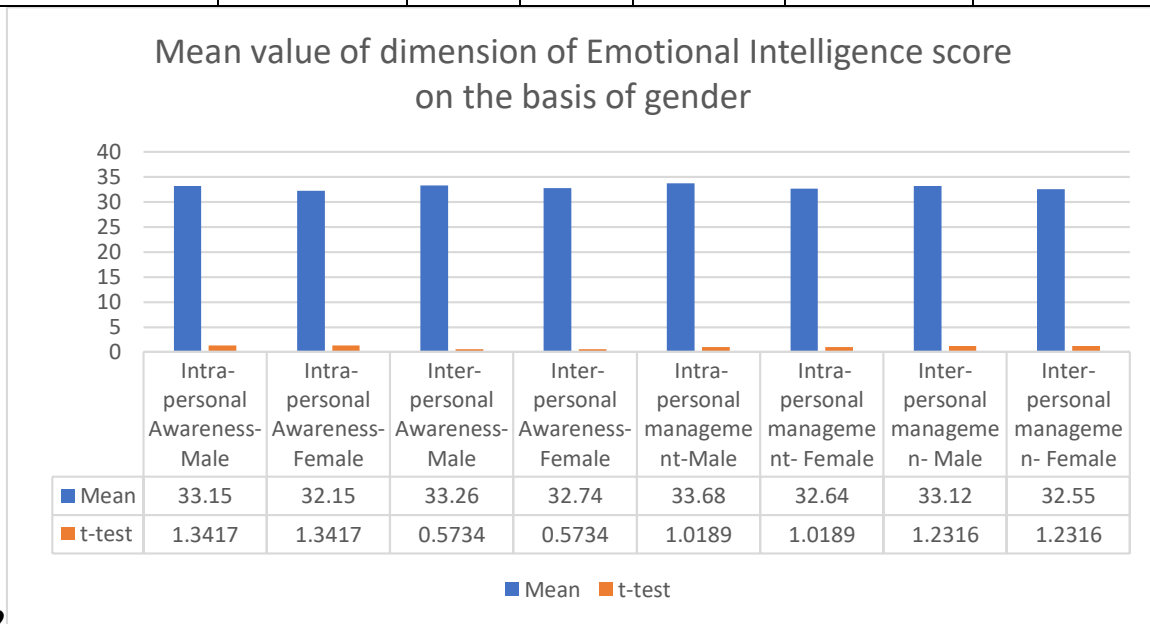


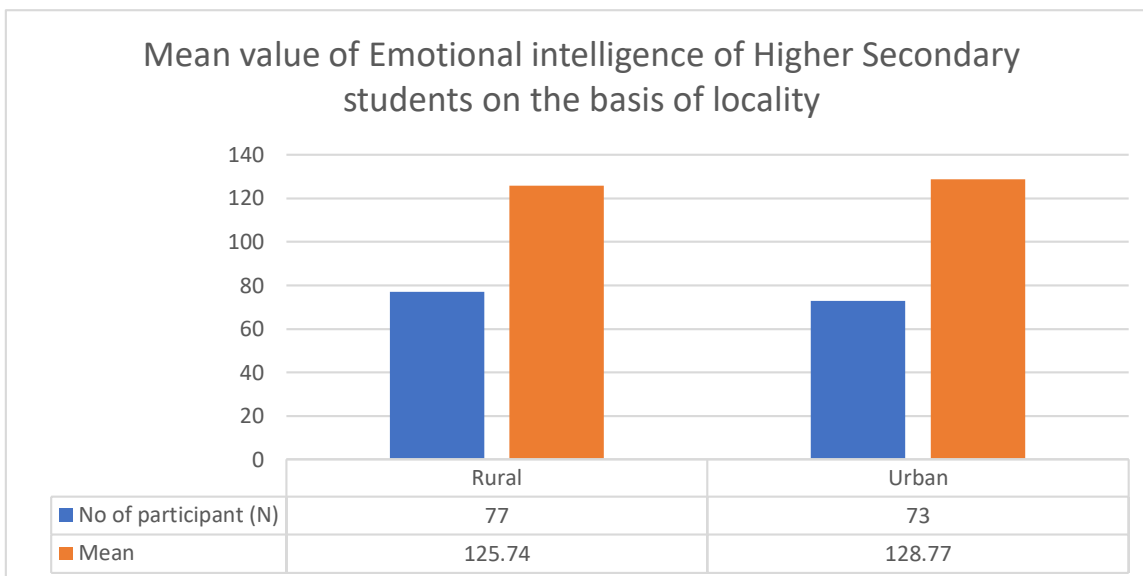
FIGURE:2

From the above table the researcher found that calculated t- value for the dimensions intra- personal awareness, inter- personal awareness, intra- personal management and inter- personal management are 1.3417, 0.5734, 1.0189 and 1.2316 respectively. The calculated t- value are less than the significance level 0.05. Hence the hypothesis “There is no significant difference between the boys and girls in their level of emotional Intelligence of higher secondary Students.”

**Testing Hypothesis 2** - There is no significant difference between the rural and urban higher secondary student in their level of emotional intelligence. Significant different in the mean score of junior college students on the basis of this locality.

TABLE-3

Locality	No of participant (N)	Mean	SD	t-Value	Remarks
Rural	77	125.74	13.44	1.3325	Not significant at 0.05 Level
Urban	73	128.77	14.39		

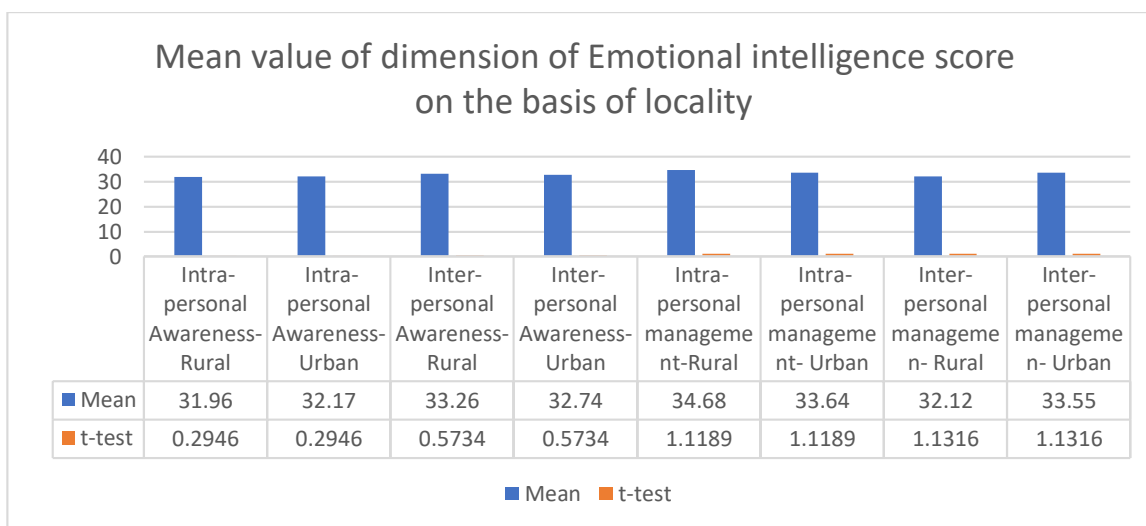
**FIGURE: - 3**

It is found from the table that mean and standard deviation of urban students are 128.77 and 14.39 and mean and standard deviation of Rural students are 125.74 and 13.44 respectively. The obtained t- value is 1.3325. Hence null hypothesis is significant at both 0.05 and 0.1 level of significance. There is no significant difference between the rural and urban students in their level of emotional intelligence.

**TABLE- 4:**

Dimension wise distribution of emotional intelligence score on the basis of locality

Dimension of emotional intelligence	Locality	N	Mean	SD	t-test	Remark
Intra-personal Awareness	Rural	77	31.96	4.49	0.2946	Not significant at 0.05 level
	Urban	73	32.17	4.24		
Inter-personal Awareness	Rural	77	33.26	5.30	0.5734	Not significant at 0.05 level
	Urban	73	32.74	5.77		
Intra- personal management	Rural	77	34.68	6.47	1.1189	Not significant at 0.05 level
	Urban	73	33.64	6.03		
Inter- personal management	Rural	77	32.12	4.12	1.1316	Not significant at 0.05 level
	Urban	73	33.55	4.87		

**FIGURE-4**

From the above table the researcher found that calculated t- value for the dimensions intra- personal awareness, inter- personal awareness, intra- personal management and inter- personal management are 0.2946, 0.5734, 1.1189 and 1.1316 respectively. The calculated t- value are less than the significance level 0.05. Hence the hypothesis “There is no significant difference between the urban and rural in their level of emotional Intelligence of higher secondary Students.”

#### **FINDINGS AND DISCUSSION:**

In the present study the Significant difference was not found between girls and boys in their level of emotional intelligence of higher secondary students. Boys of higher secondary students were better than the girls of higher secondary students in their level of emotional intelligence. This findings was supported with the findings of Sharma (2021), Ravindar(2021), Bharadwaz & Hussain (2020), Kumar (2020) who proved in their study that there is no significant difference between boys and girls in their level of emotional intelligence of senior secondary students with respect to gender. The maximum studies reported that there is no significant difference between boys and girls of higher secondary students with respect to gender. In the present study researcher assumed that so many factor are influence to the boys and girls emotional intelligence. Significant difference was not found between rural higher secondary students and urban higher secondary students in their level of emotional intelligence. Urban higher secondary students were better than the rural higher secondary students in their level of emotional intelligence. The findings was supported with the findings of Talebinejad and Fard (2012), Liu & pang (2019) who proved in their study that there is no significant difference between boys and girls in their level of emotional intelligence of senior secondary students with respect to locality. The maximum studies reported that there is no significant difference between boys and girls of higher secondary students with respect to the locality. In the present study researcher assumed that so many factor are influence to the boys and girls emotional intelligence.

#### **SUGGESTIONS:**

- Emotional intelligence should be given more importance. Implementation of social and emotional learning programmers in the college curriculum. Awareness regarding the importance of emotional

intelligence should be given to the concern authorities of the colleges who will impart their knowledge to the student moral education should be given to the college student from time to time.

- students should also be taught to be more empathetic towards others. students should be given more opportunities for field visits as personal experiences can increase emotional intelligence.

## CONCLUSION:

In the present study it is found that the Emotional Intelligence score of higher secondary students do not differ significantly in relation to gender and locality of Study. In higher education institutions has also proper provision which should be made for training of emotional Intelligence. The results of the present research study exhibit the significance of Emotional Intelligence of Higher Secondary Students. It is found that girls have little bit more emotional intelligence rather than that of boys of Higher secondary Students. In a conclusion the finding of this research indicates that almost students were emotionally intelligent, little bit difference was found there.

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