



An Empirical Study on Emotional Intelligence of Higher Secondary School Students of Hojai District of Assam

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Abstract- Emotional intelligence is the ability to know one's emotion, understand what others people are telling, and to realize how one's emotion affect people around. Emotional Intelligence plays a crucial role in student's life. Studies show that there is a significant relationship between Emotional Intelligence and student's academic achievements. In this study, the researchers tried to investigate the level of Emotional Intelligence of higher secondary school students of Hojai district. The researcher used the descriptive study method for the study. The researchers considered the higher secondary school students of Hojai district as the population of the study. The researchers selected 169 students using simple random sampling technique from five higher secondary schools of Hojai district. The researchers used simple mean and t-test to analyse the gathered data. The researchers found that the higher secondary school students of Hojai district have a moderate Emotional Intelligence level and the 'motivation' dimension contribute more to the emotional intelligence of higher secondary school students of Hojai district.

Keywords: Emotional Intelligence, Higher Secondary, Academic achievements

I. INTRODUCTION

Emotion is an essential component of our life (Kant, 2019). Every individual expresses some emotions every day. Emotions are strong feeling, which derives from one's circumstances, moods, or relationships with others (Contributors, 2020). Emotions play a crucial role in our lives and motivate us to act and take actions that maximize our survival in society (Cherry, 2020; Libretex, 2020). Recognizing and managing emotions is essential to living a healthy life and maintain a healthy relationship with others. Unable to control or manage one's emotions may lead to disruptive or inappropriate responses to a given situation (Nall, 2019). Emotional incontinence of individuals may lead to depression, embarrassment, and social isolation. Hence, managing emotions positively and in a constructive way is crucial for an individual as well as the school-going students to live a healthy life and maintain a smooth relationship with others. Emotional Intelligence, also known as Emotional Quotient, helps individuals manage their emotions positively and constructively. It allows individuals to understand one's emotion, use better, and drive it to overcome challenges and conflicts in life (Segal & Smith, 2020). Emotional Intelligence is "the ability to monitor one's emotion and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviors" (Srivastava, 2013, p. 97). Emotional Intelligence becomes crucial as it has a significant impact on student's achievements and future success.

Emotional intelligence is the ability to know one's emotion, understand what others people are telling, and to realize how one's emotion affect people around. Understanding the Emotional Intelligence of secondary school students is crucial as student's emotional Intelligence and academic achievement have a significant relationship. Lawrence (2013); Chamundeswar (2013), in their study, found that there is no significant difference between students Emotional Intelligence and academic achievements (Lawrence, 2013; Chamundeswar, 2013). Titrek (2009), in his study, found that students having high academic achievements tend to have a high level of Emotional Intelligence (Titrek, 2009). Özlü, et al., (2016), in their study, aimed to compare the Emotional intelligence level of senior students studying in different fields. The researchers found that students of social sciences have a moderate level of Emotional Intelligence, and the students of natural sciences have a lower level of Emotional Intelligence (Özlü, et al., 2016). Kant (2019) opined that Emotional Intelligence helps students reduce their academic stress and pressure and helps in better decision making (Kant, 2019). So, a study that would tell the Emotional Intelligence level of higher secondary school students of Hojai district is essential to guide and promote the students to live healthy life, healthy relationships and higher academic achievements.

Significance of the study

The higher secondary school students, by this stage they fall into the adolescence period of their life. Adolescence is a period of heightened stress due to changes experienced in physical maturation, peer-influence, drive for independence, brain development, etc. (Casey, et al., 2010). At this stage of heightened stress, Emotional Intelligence works as a principle component in reducing stress of students. Yamani, Shahabi, & Haghani (2014) mentioned that an increased level of emotional Intelligence increases the ability to cope with stress (Yamani, Shahabi, & Haghani, 2014). Hence, the students' high level of emotional Intelligence might become a factor that would reduce stress, academic anxiety, and academic pressure of the students and help them to maintain a healthy relationship with others and live a healthy life. Students with higher level of emotional intelligence better manage themselves and it help them to improve self-motivation and effective communication skills. The study aims to find out the level of emotional Intelligence of the higher secondary school students, which would help the students, teachers and the college authority to take appropriate and necessary steps for further improvement and development of social, moral, emotional and values of the students.

The objectives of the study

The researchers have formulated the following objectives of the study.

1. To find out the level of Emotional Intelligence of higher secondary school students of Hojai district.
2. To find out the dimension that contributes more to the Emotional Intelligence of higher secondary school students of Hojai district.
3. To find out the Emotional Intelligence of higher secondary school students of Hojai district in respect to gender.

Research Question

Research Question no 1 of Objective no 1.

RQ1. What is the level of Emotional Intelligence of higher secondary school students of Hojai district?

Research Question no 2 of Objective no 2.

RQ2. What is the dimension that contributes more to the Emotional Intelligence of higher secondary school students of Hojai district?

Hypothesis

Hypothesis no. 1 of Objective no. 3.

H₀₁. There is no significant difference in Emotional Intelligence among the higher secondary school students of Hojai district in respect to gender.

II. METHODOLOGY

The researchers have adopted the descriptive survey method for the study undertaken. The descriptive survey method best suits this study as it helps to understand any given situation in a natural setting. The study population is the entire higher secondary school students of Hojai district. Data has been collected from 169 school students from six different institutions using a simple random sampling technique. The researchers used the Emotional Intelligence scale developed by Shailendra Singh in 2004 to collect the required data for the study (Singh, 2004). There are 60 items in the tool under five different dimensions i.e., **i.** Self-Awareness, **ii.** Self-Regulation, **iii.** Motivation, **iv.** Social Awareness and **v.** Social Skills (Singh, 2004). For data collection, the researchers prepared a google form of the sixty items under the five dimensions and circulated among the target group via the electronic medium, i.e., WhatsApp and emails. After collecting the data, the researchers used the mean, S.D., and 't' test to analysis and draw meaningful conclusion from the raw data.

III. ANALYSIS AND INTERPRETATION OF DATA

To find out the overall level of Emotional Intelligence of higher secondary school students of Hojai district, the researchers have calculated the overall mean value for all the items. There was a five-point Likert-type scale having 60 items. The respondents were asked to give their opinion on a scale of 5 and accordingly score is assigned to their responses. Scores of 5,4,3,2, and 1 are assigned to each of the responses as 'Describes me very well', 'Describe me well,' 'Describe me moderately well', 'Describe me a little,' and 'Not at all describe me.' The maximum score possible for a respondent is 300 [60x5] and the minimum possible score for a respondent is 60 [60x1]. The difference between the maximum possible score (300) and the minimum possible score (60) is 240 (300-60). This difference is divided by five (Since it is a five-point scale), which comes out to be 48. This 48 is added to 60 (lowest possible score) and the result was found to be 108. This gives the first interval score of 60-108, representing the 'Very Low' level of Emotional Intelligence of higher secondary school students of Hojai district. By adding 48 to the upper limit of the previous class interval, subsequent values are obtained, and an interpretation table is prepared and presented in table no. 1.1.

Table no 1.1 Interpretation for Emotional Intelligence scores

Sl No	Emotional Scores	Intelligence	Interpretation (Level of Emotional Intelligence)
1	252 - 300		Very High
2	204 - 252		High
3	156 - 204		Moderate
4	108- 156		Low
5	60 - 108		Very Low

Source: Compiled from the questionnaire

The overall mean of the 60 items have been calculated and presented in table no 1.2

Table No. 1.2 Overall mean of Emotional Intelligence of higher Secondary students

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Emotional_Intelligence	169	60	300	188.04	65.466
Valid N (listwise)	169				

From table no 1.2, it can be seen that the overall mean of Emotional Intelligence of higher secondary school students is 188.04, which falls within the range of 156-204 from table no 1.1. Hence, it can be concluded that the higher secondary school students of Hojai district have a moderate level of Emotional Intelligence.

Dimension-wise analysis of Emotional Intelligence.

Table No 1.3 Dimension wise mean score of Emotional Intelligence

	N	Minimum	Maximum	Mean	Std. Deviation
Self_Awareness	169	12.00	60.00	37.3609	14.04817
Self_Regulation	169	12.00	60.00	37.8521	13.61663
Motivation	169	12.00	60.00	38.4083	13.81313
Social_Awareness	169	12.00	60.00	37.7337	13.28377
Social_Skills	169	12.00	60.00	36.6805	13.25949

From the dimension-wise analysis in table no 1.3, it is found that the 'Motivation' dimension has the highest mean score 38.4083, among all the dimensions. It indicates that the higher secondary school students have a high level of motivation, which is a crucial element of Emotional Intelligence. From the analysis, it is also found that the Social Skills dimension has the lowest mean score 36.6805 among all the dimensions of Emotional Intelligence. This indicates that the students lack the skills to develop required social skills, which is an essential aspect of the students' Emotional Intelligence.

Independent Sample t-test

Table No 1.4 Independent sample t-test

	Gender	N	Mean	Levene's test for equality of variance		t-test for equality of means		
				F	Sig.	t	df	Sig (2-tailed)
Emotional_ Intelligence	Male	45	203.40	.227	.634	1.851	167	.066
	Female	124	182.46					

From the test statistics in table no 1.4, it is found that the $p=.066$, which is greater than our chosen significance level $p= 0.05$. Hence, the researcher accepted the null hypothesis and stated that the Emotional Intelligence of male and female students is not statistically significantly different at $t_{167} = 1.851$, $p= .066$.

IV. CONCLUSION

Emotional Intelligence is the ability to understand and manage, perceive, control, and evaluate one's own emotional state and the emotional states of others. Emotional Intelligence helps to form a healthier life, achieve success, develop healthier relationships with others, and live a fulfilling life. From the findings of the present study on the Emotional Intelligence of higher secondary school students, it can be concluded that the higher secondary school students of Hojai district have a moderate level of Emotional Intelligence. Among the dimensions of Emotional Intelligence, it is found that the 'motivation' dimensions contribute most to the Emotional Intelligence of the higher secondary school students of Hojai district. From the independent t-test statistics, it is found that the Emotional Intelligence of male and female students is not statistically significantly different.

To build Emotional Intelligence among students, the teachers can be role model for the students. An emotionally intelligent teacher can produce an emotionally intelligent citizen (Paul & Thavaraj, 2015). The teachers should demonstrate good social, intellectual, moral, social, and emotional development and be able to promote the same among the students (Karthikeyan, 2015). As the present study shows that the higher secondary school students of Hojai district have a moderate level of Emotional Intelligence, hence, it becomes the responsibility of the teachers and the appropriate authority of the institution to build Emotional Intelligence among the students as Emotional Intelligence plays a significant role in the students' academic achievements (Chamundeswari, 2013).

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