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Research Paper | Education

Emotional Intelligence of the Students at Higher Secondary Level

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ABSTRACT

The emotional intelligence of higher secondary students was investigated on a sample of 300 students of class 11 of higher secondary schools giving due representation to gender, locality and type of schools in Coimbatore. A standardized tool "Emotional Intelligence Inventory" was used for this study. It was found that healthy emotional intelligence enables students to successfully cope with new situations

KEYWORDS : Emotional Intelligence, General Intelligence

Introduction:

Education is a continuous and lifelong process. It is the process of development from the infancy to maturity. It includes the effect of everything, which influences human personality. Mittal(2012). Emotions directly influence our day-to-day life. It is an integral and important part of life. Emotions are our responses to the world around us and they are created by the combination of thought, feelings and actions. Emotional Intelligence like general intelligence is the product of one's heredity and its interaction with his environmental forces. Singh(2009).

Need for the study:

Emotional Intelligence influences our life in most of the areas like schools, family, society and etc. Emotional intelligence is observed to be essential for dealing with students in school education for flexible learning, making adjustments in their learning environment, and to make proper decisions. Emotional intelligence is therefore becoming an important area of study.

Statement of the problem:

The present study investigates, "Emotional Intelligence of the students at Higher Secondary level".

Objectives of the study:

To find out the significant difference between the emotional intelligence of male and female students.

To find out the significant difference between the emotional intelligence of rural and urban area students.

To find out the significant difference between the emotional intelligence of government, government aided and corporation school students.

Hypotheses:

There will be no significant difference between emotional intelligence of male and female students.

There will be no significant difference between emotional intelligence of rural and urban students.

There will be no significant difference between emotional intelligence of government and government aided school students.

There will be no significant difference between emotional intelligence of government aided and corporation school students.

There will be no significant difference between emotional intelligence of government and corporation school students

Methodology:

A sample of 300 students was randomly selected from class 11th of different streams of Higher Secondary School in Coimbatore. The students were selected from government, government-aided and corporation schools which are located in both rural and urban areas. A standardized tool "Emotional Intelligence Inventory" developed and standardized by Dr. Emily A. Sterrett used for the study. The inventory consisted of twenty eight in five point rating scale consists of strongly agree, agree, neutral, disagree, strongly disagree.

RESULT AND DISSCUSION

TABLE 1:

COMPARISON OF EMOTIONAL INTELLIGENCE OF MALE AND FEMALE STUDENTS

Sl. No	Variable	Total N	Mean	SD	T-Value
1.	Boys	150	108.77	10.98	4.42**
2.	Girls	150	114.4	11.08	

****Significant at 1 percent level**

From the above table it is clear that the calculated 't' value 4.42 is found to be highly significant at 1 percent level. This makes it clear that there is a significant difference between the emotional intelligence of boys and girls. The above table also indicates that girls have high emotional intelligence. Hence the null hypothesis "There is no significant difference between the emotional intelligence of boys and girls" is rejected.

TABLE 2: COMPARISON OF EMOTIONAL INTELLIGENCE OF RURAL AND URBAN STUDENTS

S.No	Variable	Total N	Mean	Standard deviation	t value
1.	Rural	100	110.14	10.29	2.19*
2.	Urban	200	112.95	10.71	

***Significant at 5 percent level**

Table 2 shows that the calculated 't' value 2.19 is found to be highly significant at 5 percent level. This highlights the fact that there is significant difference between the emotional intelligence of rural and urban students. It is also clear that the emotional intelligence of urban students is high. Hence the null hypothesis "There is no significant difference between the emotional intelligence of rural and urban students" is rejected.

TABLE 3: COMPARISON OF EMOTIONAL INTELLIGENCE OF GOVERNMENT AND GOVERNMENT AIDED SCHOOL STUDENTS

S.no	Varible	Total N	Mean	SD	T value
1.	Govt	100	110.04	10.29	3.78**
2.	Govt	100	115.34	9.53	

****Significant at 1 percent levelt**

From table 3 it is evident that the calculated 't' value 3.78 is significant at 1 percent level. This makes it clear that there is a significant difference between the emotional intelligence of government and government aided school students. Also the emotional intelligence of government school students is high.

Hence the null hypothesis "There is no significant difference between the emotional intelligence of government and government aided school students" is rejected.

TABLE 4: COMPARISON OF EMOTIONAL INTELLIGENCE OF GOVERNMENT AIDED AND CORPORATION SCHOOL STUDENTS

S. No	Variable	Total N	Mean	SD	t value
1.	Govt Aided	100	115.34	9.53	2.31*
2.	Corpn	100	112.00	10.83	

***Significant at 5 percent level**

The above table shows that the calculated 't' value 2.31 is significant at 5 percent level. This result indicates that there is a significant difference between the emotional intelligence of government aided and corporation school students. In addition the emotional intelligence of government aided school students is found to be high as compared to corporation school students.

Hence the null hypothesis "There is no significant difference between the emotional intelligence of government aided and corporation school students" is rejected.

TABLE 5: COMPARISON OF EMOTIONAL INTELLIGENCE OF GOVERNMENT AND CORPORATION SCHOOL STUDENTS

S.No	Variable	Total N	Mean	SD	t value
1.	Govt	100	110.04	10.29	1.31
2.	Corp	100	112.00	10.83	

NS-Not Significant

Table 5 clearly indicates that the calculated 't' value 1.31 is not significant. Hence there is no significant difference between the emotional intelligence of government and corporation school students.

Hence the null hypothesis "There is no significant difference between the emotional intelligence of government and corporation school students" is accepted.

Conclusions

Emotional intelligence reflects the way the mind operates and the exposure of feelings. In the fast moving world, the teaching and learning involves a lot of challenges. Thus healthy emotional intelligence enables students to successfully cope with new situations.

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