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## Emotional intelligence and its effect on Secondary School Students: A Special reference to Kerala state in Ernakulam District.

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### Abstract

The reason of the present study is to understand the effect of emotional intelligence (EI) on the achievement motivation, psychological adjustment and scholastic performance of secondary school students. For this study, a sample of 300 urban male students of the tenth standard from Ernakulam District were studied using Emotional Intelligence Scale (EIS) by Hyde, Pethe and Dhar, Achievement Value and Anxiety Inventory (AVAI) by Mehta and Adjustment Inventory for School Students (AISS) by Sinha and Singh. In addition, the total percentage of marks achieved by these students in the tenth standard board exams conducted by the Board of Secondary Education, Kerala, was taken as the index of their scholastic performance. Results revealed a significant effect of EI on the achievement motivation and educational adjustment of students. However, EI did not have a significant effect on the emotional adjustment, social adjustment and scholastic performance. We live in a world that is changing faster than ever before and facing unparalleled challenges. In the current competitive situation where students are expected to perform multi roles with performance and effectiveness, it is highly needed to realize their right position and passionate intelligence towards the unseen complexities of life and quality education. The proposed New Policy on Education mainly focused on improving the quality of education that can be produced by making the students emotionally intelligent. Emotional knowledge helps in bringing better achievement of students and offer them skills for their personal and professional lives. The present study was an attempt to study the emotional intelligence of the higher secondary school students. A random sampling method was used. The sample consisted of 300 higher secondary school students. The emotional intelligence scale developed and standardized by the Reuven baron was used for data collection. Statistical techniques like Mean, Percentiles, Standard deviation, and t-value were used to analyse the data. The result shows that emotional intelligence was independent of gender, subject, locality of the school, type of family, father's occupation, and family income. The level of higher secondary school student's emotional intelligence was average in nature. The female students are better than the male students on their emotional intelligence.

**Keywords:** emotional intelligence, adolescence, models of emotional intelligence, communication, interpersonal relationship

## **Introduction**

Emotional Intelligence (EI) is a typical social aptitude that involves the ability to monitor one's own and other's feelings and sensations to discriminate among them and to use the information to guide one's own thinking and operations (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). 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. Sensations are the relay stations between sensory input and thinking. When the input is reproduced positively, we are motivated to act and achieve a goal. When the input is evaluated negatively, we do not act and do not learn. Contradictory emotions can be the cause or the effect of obstacles with teaching (Candy Lawson, n.d.). Learning is as much a function of a person's sensitive acknowledgment of an education environment as it is to the instructional method or classroom (Flood, 2003). While Intelligence Quotient (IQ) has long been used as a predictor of a student's success, as the world enters the 21st century, investigation shows that EI is a better predictor of "success" than the more conventional measures of cognitive intelligence. EI is one such factor that is instrumental in situations that call upon students to adjust happily from one environment to another (Hettich, 2000). Emotional intelligence skills are vital to human performance and the management of successful learning organizations. In India, education is not only vital for competitiveness and growth, but also for social stability and essential for everyone.

## **Statement of the Problem**

According to Plato, "All learning has an emotional base." It is essential to know that Emotional Intelligence is not the opposite of intelligence; it is not the triumph of head over heart-it is a unique intersection of both. Emotional intelligence is the ability to use one's emotions, which helps to solve problems and live a more productive life. If the higher secondary school students are emotionally intelligent, it makes them healthier, more employable and has better relationships with the students. Hence the investigator attempts to study the emotional intelligence of higher secondary school students to enhance the level of emotional competency among higher secondary school students. Hence the problem for the present study is stated as follows: "A Study on The Emotional Intelligence of Higher Secondary School Students" Operational Definitions Emotional Intelligence Emotional Intelligence refers to a set of experiences, including self-awareness, mood management, self-motivation, empathy, and managing relationships. Higher Secondary Students By this, the investigator means that the students are studying in 11th and 12th standards

**Emotional Intelligence** Quotient tool devised by Dr. Reuven baron was used for the present study. Designed a scale on Emotional Intelligence Quotient. It consists of 15 questions with five options as alternatives. How people ‘feel’ about the various situation was tested. It has been administered on a global scale. This test is free from color, race, and language bias. Investigator conducted this tool with higher secondary school students in the Pattukottai Sample and Sampling Technique The present study was the eleventh-class students in Pattukkottai educational district. The data were collected from 400 subjects of higher secondary students drawn from three higher schools at random. Statistical Techniques Used for Data Analysis Measures of central tendency (Mean) Mean, Median, and Mode are the most popular averages. Mean, which is also known as arithmetic average, is the most common measure of central tendency and may be defined as the value which we get by dividing the total of all the values of given items in a series by the total number of items. We can work it out as under.

## **Effect of Emotional Intelligence on Academic Stress of Higher Secondary School Students**

Education is something like act of spreading knowledge to others and receiving knowledge from someone else. India has been a major center for learning and also has best universities in the world. India now has one of the largest higher educations in the world in terms of numbers of institutions and it's the largest in terms of students. For developing nations quality of education has become an important issue. Educational developments have been made at both government and non-governmental levels to match the fast changing scenarios across the globe. Education is an indispensable tool for everyone to get something different and to succeed in their life. It is important for both women and men, as both plays an essential role in the development of a healthy and smart society. Education will help to transform an individual to be a better and responsible citizen because of education, all the power and progress can be achieved by human beings. It is a key to success in the future and to have many opportunities in our life. Secondary school education is one of the most important phases of every student's life. It is the link between primary education and higher education. Some secondary schools provide both lower secondary education (ages 11 to 14) and upper secondary education (aged 14 to 18). It is the time when the emotional, physical and mental developments of children are at a good phase. Primary school includes the years before secondary education. The main aim and objective of secondary school education is to bring all round development among the learner, to improve intellectual, practical skills and vocational efficiency of the students and also scientific attitude and desirable change among the students. Besides these, the secondary education should be based on a national curriculum frame work (NCF) which contains a common core along with other components that are flexible.

Emotional Intelligence means, Ability to monitor one's own and other's feelings or emotions to discriminate among them. It is a set of competencies fitting with domains like: understanding, self-management, self-awareness, social awareness, learning, reasoning, creativity, planning, critical thinking, and problem solving and think abstractly.

The term EQ encompasses the following five characteristics and abilities:

- 1. Self-awareness** - knowing your emotions, recognizing feeling as they occur, and Discriminating between them.
- 2. Mood management** - handling feelings so they are relevant to the current situation and you react appropriately.
- 3. Self-motivation** - “gathering up” your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness.
- 4. Empathy** - recognizing feelings in others and tuning into their verbal and nonverbal cues.
- 5. Managing relationship** - handling interpersonal interaction, conflict resolution and negotiations.

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, for example, the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. The academic stress reflects perception of individual's academic frustration, academic conflict, academic pressure and academic anxiety. It contributes to major mental health hazards, problems both physical and mental stress. Academic Stress is an important factor accounting for variation in academic achievement. Stress makes a significant contribution to the prediction of subsequent school performance and act as a negative predictor of academic performance in higher secondary school children. Students are the wealth and future of nation. It is essential that they must have good emotional intelligence so that they can have a balanced life. Our educational system should be capable to make our students emotionally balanced so that their academic stress should be made lessen. It is better to have practice such that students' academic problems must be discussed by the teachers as well as parents. Constructive steps should be taken to enhance the emotional intelligence level of the students. Need for the study The concept of emotional intelligence in the Indian context is embedded in its highly valued social concerns. The level of emotional intelligence is not fixed genetically nor does it develop in the early childhood. But the components are shaped during the childhood though emotional instances occur throughout our

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life. It is school year which build up external abilities in a person, so that childhood act as a crucial window of opportunity for shaping life through emotional competencies. The present era, the phenomena of stress is not confined to adult alone but also impact on children and adolescents. Students are experiencing academic stress at predictable times at each level of education. As result of greatest source of academic stress during exams, the students forced to perceive large amount of content to master in a small amount of time. When stress is perceived negatively or becomes excessive, the student experiences physical and psychological impairment method to reduce stress. The best and often method is to practice effective time management. The better emotional intelligence of students.

### **Objectives of the Study**

The following are the objectives of the present study:

1. To find out the level of emotional intelligence of Higher secondary school students
2. To find out the difference between the emotional intelligence of males and females of higher secondary school students.
3. To find out the difference between the emotional intelligence of arts and science of higher secondary school students.
4. To find out the difference between the emotional intelligence of rural and urban of higher secondary school students.
5. To find out the difference between the emotional intelligence of the nuclear family and the joint family of higher secondary school students.
6. To find out the difference between the emotional intelligence of father's occupation of higher secondary school students.
7. To find out the difference between the emotional intelligence of family monthly income of higher secondary school students.

### **Hypotheses of the Present Study**

1. The higher secondary school students have low emotional intelligence
2. There is no significant difference between male and female higher secondary school students

on their emotional intelligence.

3. There is no significant difference between arts and science higher secondary school students on their emotional intelligence.

4. There is no significant difference between rural and urban higher secondary school students on their emotional intelligence.

### **Method of the Study**

In the present study, the normative method is employed. The normative method is used to describe and interpret what exists at present. It is concerned with the condition of relationships that exist, practices that prevail, beliefs, points of view, or attitudes that are held, ongoing processes, and effects that are being felt. The normative method is useful when a researcher wants to collect data on phenomena that cannot be collected on observed. The present study focuses on a survey collected through a scale. Moreover, the study is based on the cross-sectional survey, intended to gather information on a population at a single point of time.

**Tools Used in the Study:** --The tool is an instrument, which is used to collect data from the sample. In the present study, the tool namely, Emotional Intelligence Quotient tool devised by Dr. Reuven baron was used for the present study. Designed a scale on Emotional intelligence Quotient. It consists of 15 questions with five options as alternatives. How people ‘feel’ about the various situation was tested. It has been administered on a global scale. This test is free from color, race, and language bias. Investigator conducted this tool with higher secondary school students in the Ernakulam district.

**Sample and Sampling Technique**The present study was the eleventh-class students in Ernakulam educational district. The data were collected from 300 subjects of higher secondary students drawn from three higher schools at random.

**Statistical Techniques Used for Data Analysis:** -Measures of central tendency (Mean) Mean, Median, and Mode are the most popular averages. Mean, which is also known as arithmetic average, is the most common measure of central tendency and may be defined as the value which we get by dividing the total of all the values of given items in a series by the total number of items. We can work it out as under in the present study following, statistical techniques were used.

- Descriptive Analysis (Mean, Standard deviation).
- Differential Analysis (t - Values).

**In the present study following**, statistical techniques were used

- Descriptive Analysis (Mean, Standard deviation).
- Differential Analysis (t - Values). Findings of the Study The following are the findings of the study

**Data Analysis Hypothesis 1:** The higher secondary school students have low emotional intelligence Table 1: Mean and Std. Deviation Scores on the Higher Secondary School Student’s Emotional Intelligence of the Total Sample

Sample	N	Mean(M)	Standard Deviation (SD)
Entire	300	62.15678	8.13713

From the above table, it is clear that the mean and standard deviation of the entire group are 62.1567 and 8.13, respectively. Hence it is concluded that the higher secondary school student’s emotional intelligence average in nature.

**Hypothesis 2:** There is no significant difference between male and female more upper secondary school students on their emotional intelligence.

**Table 2: ‘t’ value in the Mean Score on the Level of Emotional Intelligence of Male and Female Higher Secondary School Students**

Gender	N	Mean	S.D	S.E.D.	“t” value	Significance at 0.05Level
Male	116	61.8879	8.33512	.59184	-0.454	Not Significant
Female	184	62.3261	8.02810			

From the above table, the “t” value is calculated as -0.454, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference between male and female higher secondary students on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that the female students are better than the male students on their emotional intelligence.

**Hypothesis 3:** There is no significant difference between arts and science higher secondary school students on their emotional intelligence

**Table 3: ‘t’ value in the Mean Score on the level of Emotional Intelligence of Arts and Science Higher Secondary School Students**

Subject	N	Mean	S.D.	S.E.D.	“t” Value Significance at 0.05 Level
Arts	85	61.67	8.48	-.656	Not Significant
Science	215	62.36	8.04		

From the above table, the “t” value is calculated as -.656, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference between male and female higher secondary school students on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that science students are better than the art students on their emotional intelligence.

**Hypothesis 4:** There is no significant difference between rural and urban higher secondary school students on their emotional intelligence

**Table 4: ‘t’ value in the Mean Score on the level of Emotional Intelligence of more Upper Secondary School Students from Rural and Urban in ernakulam district**

Type of Family	N	Mean	S.D.	S.E.D	“t” value Significance at 0.05 level
Rural	122	62.0992	8.38789	76254	Not Significant
Urban	178	62.1236	7.95087		



From the above table, the 't' value is calculated -.025, which is lower than the table value of 1.96 at the 0.05 level. Hence there is no significant difference of higher secondary school students from rural and urban on their emotional intelligence. Therefore, the null hypothesis is accepted.

•Perception of emotions: The ability to detect emotions on the face, images, voices, including Perception of emotions: The ability to detect emotions on the face, images, voices, including Educational Implications Hence, it is suggested that training colleges and training institutes may think over in implementing emotional Intelligence to enhance their competency among teacher educators and student teachers.

The present educational policy may be continued since it has produced an equal amount of educational adjustment Conclusions An emotion is a physiological response to a situation that is too important to leave to the intellect alone, such as danger, painful loss, persisting toward a goal despite frustrations, bonding with a mate, building a family. To ensure emotional development, the concept of emotional intelligence should be included in the school curriculum. In this arena of competition, the level of achievement has become the main factor for progress in the personal, educational, and social life of an individual. By learning to use the emotional part of students' brains as well as the rational, students not only expand their range of choices when it comes to responding to a new event, they will also factor emotional memory into their decision-making. This will help prevent students' from continually repeating earlier mistakes.

### **Findings of the Study**

The following are the findings of the study

- It is found that higher secondary school students' emotional intelligence average in nature.
- It is found that the female students are better than the male students on their emotional intelligence
- It is found that there is no significant difference between Arts and Science higher secondary school students on their emotional intelligence
- It is found that there is no significant difference in higher secondary school students from rural and urban on their emotional intelligence.
- It is found there is no significant difference of higher secondary school students from nuclear and joint family on their emotional intelligence.
- It is found there is no significant difference between higher secondary school students of different father's occupations on their emotional intelligence.
- It is found that there is no significant difference in higher secondary school students of different monthly income on their emotional intelligence

## NEED AND IMPORTANCE OF THE STUDY

Emotional intelligence will be able to influence many parts of our life, from academic grades to job performance also interaction and adjustment in daily life. Emotional intelligence is very much important for secondary school students to quickly overcome their exam stress and get on with answering the questions and can overcome boredom and maintain concentration during dull topics. Emotional intelligence is very much helpful for subjects like drama, history, English and creative arts where you need to understand or even inculcate the human emotions. Also it helps to build strong relationships between teachers and classmates.

Emotional intelligence can lead to better social, mental and physical health it lowers anxiety and depression among students and more likely to be socially active, good shape feel healthy and involved. The main importance of emotional intelligence is to self – regulation among students and bringing better achievement and offers them skills for their personal and professional lives. In the above discussion it is clearly indicates that, Emotional intelligence helps a person in many ways, to achieve in life while maintaining the personal growth, education and happiness.

### Conclusion

As teachers are considered as the second parent of the students, the teachers play a vital role in shaping the behavior of future citizens. The educational institution could give a thought of including Yoga and Meditation in their curriculum for improving emotional intelligence and employing teachers/ faculty members with a high level of emotional intelligence, which plays an important role in inculcating and developing emotional skills among the students. The modern concept of emotional intelligence is, in itself, a youthful one. Much work has yet to be done to discover exactly what emotional intelligence encompasses and how it would be most effectively applied.

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