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EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS



P.c. Naga Subramani

INTRODUCTION

Today's teenagers have the first generation access to many things which were beyond the reach for their parents. Majority of the children are poor at life skills because the society has not bothered to train the child in basic essentials of handling anger, or resolving them in a proper way. By leaving the emotional lessons learning in children to chance, we risk largely wasting the window of opportunity presented by the slow maturation of the brain to help children cultivate a healthy emotional repertoire. Emotional intelligence allows us to think more creatively and use our emotions to solve problems. Goleman believes that Emotional Intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communication skills as well as social and leadership skills that will be central to our success in life and personal relationships. Rather than high IQ, Goleman purports that it is far better to have high E-IQ, emotional intelligence, if we want to be valued

ABSTRACT

The study was intended to find out the Emotional Intelligence of Higher Secondary School Students in Theni District, Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 500 Higher Secondary School students Mean, Standard Deviation and t values were calculated for the analysis of data. The result revealed that the Subject group and Types of family had no significant difference but, Gender, Locality and Types of School exhibited significant difference in respect of their Emotional Intelligence of Higher Secondary School Students.

KEYWORDS : Emotional Intelligence, Higher Secondary School Students.

SHORT PROFILE

P.C. Naga subramani is working as a Associate Professor at Department of Pedagogical Sciences in Tamil Nadu Teachers Education University, Chennai.

and a productive member of our society.

NEED FOR THE STUDY

The adolescent period is said to be a period of stress and strain. They are easily susceptible to any impulsive action and certain external forces. Over burdened with huge syllabus and soaring expectations from the parents and society they are emotionally disturbed. Primary school students, who are at the gate way of adolescence, should

be saved from emotional high jacking. Emotional intelligence allows one to think more creatively and use one's own emotions to solve problem. Goleman believe that emotional intelligence appears to be an. important set of psychological abilities that relate to life -success. He found from research that people with high emotional intelligence generally have successful relationship with family, friends and fellow workers. They are also successful because they persist in the face of setbacks and channel the

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emotional energies towards achieving the goals. Our society is in constant flux. Emotionally, socially and morally we are influenced by the materialist nature of the world. The present system of education does not tune the children emotionally in a proper manner. So, it is imperative to know that and what extent our children are emotionally sound.

STATEMENT OF THE PROBLEM

The problem selected for the present study may be stated as follows, "Emotional Intelligence of Higher Secondary School Students"

OBJECTIVE OF THE STUDY

The researchers have framed following objectives for the study to find out the difference in Emotional Intelligence if any, among:

1. Male and Female Higher Secondary Students
2. Rural and Urban area Higher Secondary Students
3. Arts and Science group Higher Secondary Students
4. Government and Private Schools Higher Secondary Students
5. Nuclear and Joint family Higher Secondary Students.

HYPOTHESES OF THE STUDY

For the present study, based on the objectives the researchers framed the following hypotheses,

1. There is significant difference between Male and female Higher Secondary Students in respect of their Emotional Intelligence.
2. There is significant difference between Rural and urban area Higher Secondary Students in respect of their Emotional Intelligence.
3. There is significant difference between Arts and Science group Higher Secondary Students in respect of their Emotional Intelligence.
4. There is significant difference between Government and Private Schools Higher

Secondary Students in respect of their Emotional Intelligence.

5. There is significant difference between Nuclear and Joint family Higher Secondary Students in respect of their Emotional Intelligence.

METHODS OF THE STUDY

Normative survey method was employed. The tool is administered to the samples of 500 Higher Secondary Students. The data was collected and subjected to statistical analysis to arrive at a conclusion.

TOOLS USED

Emotional Intelligence scale was constructed and standardized by K.D. Broota. This scale consists of 20 items. There are 14 positive statements and 06 negative statements in respect of the Emotional Intelligence. In each statement five point scale ranging from "Always", "Usually", "Sometimes", "Rarely" and "Never" is used. The different points on the scale are assigned with arbitrary weights, for example 4, 3, 2, 1 and 0 in the order of "Always" response to "Never" response for the positive statements. The scoring scheme is reversed for the negative statements. Here the "Never" response is given the weight of 4 and the "Always" response is given the weight of 0. An individual score is the sum of all the score of the 20 items. The maximum score that one can get in this is 80. Higher score indicates the presence of high Emotional Intelligence and the Lower score indicates the presence of low Emotional Intelligence.

The questionnaire used in this study, in order to measure students Emotional Intelligence has construct validity. Also the intrinsic validity found by the author (K.D. Broota) of this tool was 0.94 and the reliability was found to be 0.88 by the split-half technique. The investigator has also found the reliability of the tool as 0.86 by the split-half technique and the intrinsic validity as 0.93. Thus the Emotional

Intelligence scale has reliability and validity.

SAMPLE OF THE STUDY

In this present study, 500 Higher Secondary Students studying in different Higher Secondary schools were taken as sample. The random sampling technique has been used in the selection of the sample. The samples were collected from the Higher Secondary Teachers of various Higher Secondary schools in Theni District, Tamil Nadu, India.

STATISTICAL TECHNIQUES USED

The following statistical techniques have been used in the present study for the analysis of collected data.

- 1.Descriptive Analysis
- 2.Differential Analysis

DIFFERENCE BETWEEN THE MEANS OF THE EMOTIONAL INTELLIGENCE

SL. NO	VARIABLE		NUMBER	MEAN	S.D	't'	Significant value
1.	Gender	Male	350	47.67	6.72	2.84	S
		Female	150	43.80	8.86		
2.	Locality	Rural	300	44.68	7.76	2.86	S
		Urban	200	48.20	8.58		
3.	Subject Group	Arts	270	43.15	8.09	0.86	NS
		Science	230	42.28	7.87		
4.	Types of School	Government	250	41.17	8.84	2.02	S
		Private	250	43.38	6.87		
5.	Types of family	Nuclear	280	43.16	7.25	1.14	NS
		Joint	220	42.88	8.74		

S=Significant

NS=Not Significant

Major findings of the study

(i)The verification of the hypothesis based on the analysis of data indicates that there is significant difference in the Emotional Intelligence of Male and female Higher Secondary Students ($t=2.84$) and it is inferred that the Male Higher Secondary Students have more Emotional Intelligence than the Female Higher Secondary Students.

(ii)The testing of the hypothesis based on the analysis of data indicates that there is significant difference in the Emotional Intelligence of Rural

and urban area Higher Secondary Students ($t=2.86$) and it is inferred that the Urban area Higher Secondary Students have more Emotional Intelligence than the Rural area Higher Secondary Students.

(iii)The testing of the hypothesis based on the analysis of data indicates that there is no significant difference in Emotional Intelligence of Arts and Science group Higher Secondary Students ($t=0.86$)

(iv) The testing of the hypothesis based on the

analysis of data indicates that there is significant difference in the Emotional Intelligence of Government and Private Higher Secondary Students ($t=2.02$) and it is inferred that the Private School Higher Secondary Students have more Emotional Intelligence than the Government School Higher Secondary Students.

(v) The testing of the hypothesis based on the analysis of data indicates that there is no significant difference in Emotional Intelligence of Joint and Nuclear family Higher Secondary Students ($t=1.14$)

CONCLUSION

To sum up, the following conclusions have been reached in the light of the present investigation. Subject group and Types of family had no significant difference but, Gender, Locality and Types of School exhibited significant difference in Emotional Intelligence of Higher Secondary students in Theni District, Tamil Nadu, India.

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