A study on Emotional Intelligence Among Secondary School Students of CAEL Academy, College Veng, Aizawl.

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Abstract:

In the present study, there is significant difference between boys and girls towards their emotional intelligence among secondary school students of Cael Academy, while there is no significant difference on the basis of their parents occupation (between Government Servant and self employed), age basis and class or standards.

INTRODUCTION :

Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

NEEDS AND IMPORTANCE OF THE STUDY:

Our emotional intelligence has such a large impact on our success in life, it is important that we fully develop our emotional skills. It will be helpful to Recognize and understand our emotions and reactions. Enable to manage, control, and adapt our emotions, mood, reactions, and responses.

STATEMENT OF THE PROBLEMS :

The statement of the problem is, "*A study on Emotional Intelligence among secondary school student of CAEL Academy , College Veng, Aizawl.*"

OPERATIONAL DEFINITION OF THE STUDY:

Emotional Intelligence: Emotional Intelligence is a set of factors which involve awareness of self and managing emotions, developing oneself through the power of empathy and motivation and building strong relation with people (Samira Malekar 2005)

Secondary School : It is an academic standard of Classes IX & X

Cael Academy : Name of one private high school/ Institution in Aizawl.

College veng : Name of Locality where Cael Academy is located.

Aizawl : The Capital city of Mizoram state. Mizoram is one of the State in North-east India.

RESEARCH QUESTIONS:

1. What is the emotional intelligence level of Secondary students of Cael Academy.
2. What is the average score and Standard Deviation on Emotional Intelligence of Secondary students of Cael Academy.
3. Is there any significant difference on Emotional Intelligence of the Secondary students of Cael Academy in relation to Sex/ Gender difference.
4. Is there any significant difference on Emotional Intelligence of the Secondary students of Cael Academy in relation to their age difference.
5. Is there any significant difference on Emotional Intelligence of the Secondary students of Cael Academy in relation to their father's occupation.
6. Is there any significant difference on Emotional Intelligence of the Secondary students of Cael Academy on class/standard basis.

OBJECTIVES OF THE STUDY :

1. To study the emotional intelligence level of Secondary student of Cael Academy.
2. To find out the average score and Standard Deviation of Emotional Intelligence of Secondary students of Cael Academy.
3. To Compare the significant difference on Emotional Intelligence among Secondary students of Cael Academy in relation to Sex/ Gender difference (Boys and Girls)
4. To compare Emotional Intelligence difference among secondary students of Cael Academy in relation to their age difference.
5. To study whether is there any significant difference on Emotional Intelligence of the secondary students of Cael Academy in relation to their father's occupation.
6. To study whether is there any significant difference on Emotional Intelligence of the Secondary students of Cael Academy on the basis of their class/standard.

HYPOTHESES :

1. There is no significant difference on Emotional Intelligence of the Secondary students of Cael Academy in relation to Sex/ Gender difference.

2. There is no significant difference on Emotional Intelligence of the Secondary students of Cael Academy in relation to their age difference.

3. There is no significant difference on Emotional Intelligence of the Secondary students of Cael Academy in relation to their father's occupation.

4. There is no significant difference on Emotional Intelligence of the Secondary students of Cael Academy on the basis of their class/standard.

METHODOLOGY AND PROCEDURES:

The methodology and procedure followed in the present investigation is present in the following manner.

Nature of Study:

The present study attempted to investigate the Emotional Intelligence of High School student studying in CAEL Academy, keeping in view the nature of the study, Descriptive Research was adopted by the investigator.

Population and Sample :

The population of the present study comprise of all the students of all classes IX & X in CAEL Academy. 10 students were selected as a sample study of the present study.

Proportional distribution was ensured in students studying Classes IX & X.

Tools and Techniques:

For the present investigation of study, Emotional Intelligence Scale (1971) developed and standardized by Dr. Arun Kumar Singh (Patna) and Dr. Shruti Narain (Patna) was used.

Procedure of Data Analysis :

For analyzing the data, the investigator employed statistical techniques like Percentage, Mean, Standard Deviation and 't' Test.

ANALYSIS AND INTERPRETATION OF THE STUDY

From the data that has been collected through the questionnaire, it can be analyzed as follows-

I) OBJECTIVE NO. 1:

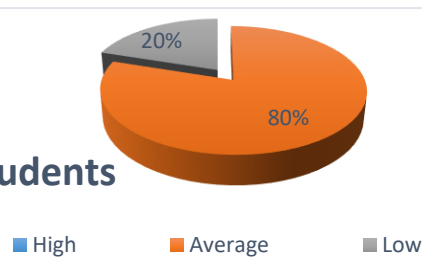To study the emotional intelligence level of Secondary students of Cael Academy.

LEVELS OF EMOTIONAL INTELLIGENCE

Table No. 1

Level of Emotional Intelligence		
Sl.No.	Score	Interpretation
1	20	Low
2	23	Average
3	23	Average
4	21	Average
5	23	Average
6	21	Average
7	20	Low
8	21	Average
9	22	Average
10	23	Average

Level of EI	No. of Students
Low	2
Average	8
High	0

From Table No. 1 and from the Pie chart given above that, samples collected and analyzed using the Emotional Intelligence Scale formulated by Dr. Arun Kumar Singh and Dr. Shruti Narain reveals that 20 % of the students have **Low** level of Emotional Intelligence. Whereas 80% of the students have **Average** level of Emotional Intelligence, and no students are found which their level of Emotional Intelligence is **High**.

II) OBJECTIVE NO. 2

To find out the average score and Standard Deviation of Emotional Intelligence of Secondary students of Cael Academy.

Table No. 2

Overall Statistics	
Parameters	**Score**
Mean	21.7
SD	1.25

From Table No.2 it can be realized that the overall Mean is **21.7** indicating that the students Emotional Intelligence are **Average** and the overall Standard Deviation is **1.25.**

III) OBJECTIVE NO. 3

To Compare the significant difference on Emotional Intelligence among Secondary students of Cael Academy in relation to Sex/ Gender difference (Boys and Girls).

TABLE NO. 3

Variables	No. of student	Mean	SD	SED	t-value	Significant level
Male	5	22.6	0.89	0.36	3.14	Significant at 0.05 level
Female	5	21	0.71			

Data from Table No. 3 reveals the result of t-test. 't' value of = 3.14 is GREATER than the critical value of t = 2.31. This shows that there is significant differences between Male and Female Emotional Intelligence level among students of Cael Academy.

The mean value and standard deviation of male students 22.6 and 0.89 is higher than that of female students mean value and standard deviation 21 and 0.71.

Hypothesis No.1 that assumes, there is no significant difference on Emotional Intelligence of the Secondary students of Cael Academy in relation to Sex/ Gender difference is rejected. There is significant differences between boys and girls students.

IV) OBJECTIVE NO. 4

To compare Emotional Intelligence difference among secondary students of Cael Academy in relation to their age difference.

TABLE NO. 4

Variables	No. of Student	Mean	Median	SD	SED	't'-value	Significant level
15 & below	5	21.8	22	1.30	0.83	0.23	N.S
16 & above	5	21.6	21	1.34			

Data from Table No. 4 reveals the result of t-test. 't' value of = 0.23 is smaller than the critical value of t = 2.31. This shows that there is **no significant differences** on Emotional Intelligence level among students of Cael Academy on the basis of their age.

The Table also shows that the mean value and standard deviation of the students, at the age of 15 and below is 21.8 and 22 and the mean value and standard deviation of the students at the age of 16 and above is 21.6 and 21.

Hypothesis No.2 that assumes there is no significant difference on Emotional Intelligence of the Secondary students of Cael Academy, in relation to their age difference is accepted.

V) OBJECTIVE NO. 5

To study whether is there any significant difference on Emotional Intelligence of the secondary students of Cael Academy in relation to their father's occupation

TABLE NO. 5

Variants	No.of student	Mean	Median	SD	SED	't'-value	Significant level
Govt. Servant	6	21.67	22	1.51	0.78	- 0.10	N.S
Self-employed	4	21.75	21.5	0.96			

Data from Table No. 5 reveals the result of t-test. 't' value of = - 0.10 is smaller than the critical value of t = 2.31. This shows that there is **no** significant differences on Emotional Intelligence level among students of Cael Academy on the basis of their father's occupation.

The Table also shows that, the mean value and standard deviation of the students whose father's are Govt. servant is 21.67 and 1.51, and the mean value and standard deviation of the students whose father's are self-employed is 21.75 and 0.96 respectively

Hypothesis No.3 that assumes here is no significant difference on Emotional Intelligence of the Secondary students of Cael Academy in relation to their father's occupation is accepted.

VI) OBJECTIVE NO. 6

To study whether is there any significant difference on Emotional Intelligence of the Secondary students of Cael Academy on the basis of their class/standard.

TABLE NO. 6

Variants	No. of student	Mean	Median	SD	SED	't'-value	Significant level
Class IX	5	21.2	21	1.30	0.76	- 1.31	N.S
Class X	5	22.2	23	1.10			

Data from Table No. 6 reveals the result of t-test. 't' value of = - 1.31 is smaller than the critical value of t = 2.31. This shows that there is**no** significant differences on Emotional Intelligence level among students of CAEL Academy on the basis of their class or standards.

The Table also shows the mean value and standard deviation of the students who are studying class IX is 21.2 and 1.30 and the mean value and standard deviation of the students who are studying class X is 22.2 and 1.10 respectively.

Hypothesis No.4 that assumesthere is no significant difference on Emotional Intelligence of the Secondary students of Cael Academy on the basis of their class/standard is accepted.

MAJOR FINDINGS:

1. There is significant difference between boys and girls on Emotional Intelligence among Cael Academy classes IX & X students. The study finds that the Emotional Intelligence of boys are higher than that of girls.The mean value also shows that boys have higher level of Emotional Intelligence than that of girls students in Cael Academy.

2. There is no significant difference among Cael Academy classes IX & X students in their Emotional Intelligence level, on the basis of their father's occupation.(Government servant and self-employed).

3. There is no significant difference among Cael Academy classes IX & X students towardstheir Emotional Intelligence level, on the basis of their age differences.

4. There is no significant difference among Cael Academy classes IX & X students towardstheir Emotional Intelligence level, on the basis of their class or standards.

SUGGESTIONS:

1. Since, there is significant difference between boys and girls towards their emotional intelligence, hence, girls may be given special care according to their needs.
2. Classrooms are too congested, and the noise of other rooms can disturb the other rooms. Broader rooms with proper partition may be arranged.
3. The school building is good but no open place like terrace or lawn for the student to play or relax themselves. This may have unsuitable effects towards their teaching and learning process. So, if it is possible, other places for school campus with proper lawn or ground for the student to play and relax may be arranged.

CONCLUSION:

The conclusion of the study is that the emotional intelligence is not correlated with the academic achievement; it depends upon the circumstances or the atmosphere in which the child grows and gets opportunity to develop the emotional intelligence through the lessons given by elders, teachers and caretakers. As every child has innate emotional intelligence or innate potential for emotional sensitivity, emotional processing and emotional earning ability, these inborn components depend upon the experiences the child will receive in his/her later life, in knowing and managing one's own emotions and of others. Hence, the term EQ represents relative measure of a person's healthy or unhealthy development of their innate emotional intelligence.

Emotional intelligence can be learned, acquired and gradually developed, unlike IQ. The pupils with different academic achievements may have high emotional quotient due to differential emotional nurturing or nature of emotional intelligence. Hence, emotional intelligence is independent of academic achievement and sex variable, and its development is in the hand of elders in how they handle the emotional intelligence of the child.

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