



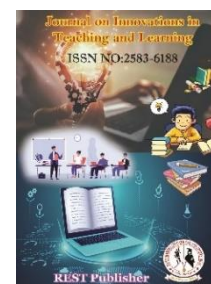
Journal on Innovations in Teaching and Learning

Vol: 4(2), June 2025

REST Publisher; ISSN: 2583 6188

Website: <http://restpublisher.com/journals/jilt/>

DOI: <https://doi.org/10.46632/jilt/4/2/3>



A Study On Emotional Intelligence Among High School Students

N. VidyaPriya, S. Karthiyayini,

VISTAS, Pallavaram, Chennai, Tamil Nadu, India.

Corresponding Author Email: ritipriya@gmail.com

Abstract: This study examines the Emotional Intelligence and its dimension of High School Students. 300 samples were collected by random sampling techniques in different high schools from Kanchipuram district. The survey method was adopted for this study. Null hypotheses were adopted. It deals with the Emotional Intelligence and its dimensions of High School students based on Gender, Type of Family and Type of School. The questionnaire was constructed by the investigator. The boys exhibit more emotional stability than girls. There will be no significant difference between the students in overall emotional intelligence and its dimensions based on type of family.

1. INTRODUCTION

Emotional intelligence is the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include a few skills: namely emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.

The theory of emotional intelligence was introduced by Peter Salovey and John D. Mayer in the 1990s, and further developed and brought to the lay public by Daniel Goleman. The concept, also known as emotional quotient or EQ. The researches done by Dr. Deniyal Golman prove that the person who score high in E.Q become success in every field of life. Emotions are not the traits. They are feelings towards someone or something. People feel many emotions during his/her life, which can either positive or negative. It is necessary for anyone to control the emotions as well as to show the emotions in right way and on right time. With all this thought the researcher here tried to know the Emotional Intelligence of high school students.

2. NEED AND SIGNIFICANCE OF THE STUDY

Over the past few decades, the prevalence of anxiety and depression has increased dramatically in today's complicated environment. These are terrible conditions that can ruin the life. Making the correct emotional intelligence decision is crucial for surviving in the modern world and overcoming issues like anxiety, depression, and so on. Thus, this topic was chosen as the research problem by the investigator.

3. OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference in Emotional Intelligence and its dimensions of High School students based on Gender.
2. To find out whether there is any significant difference in Emotional Intelligence and its dimensions of High School students based on Type of Family.
3. To find out whether there is any significant difference in Emotional Intelligence and its dimensions of High School students based on Type of School.

4. HYPOTHESES OF THE STUDY

1. There is no significant difference in Emotional Intelligence and its dimensions of High School students based on Gender.
2. There is no any significant difference in Emotional Intelligence and its dimensions of High School students based on Type of Family.
3. There is no significant difference in Emotional Intelligence and its dimensions of High School students based on Type of School.

5. METHOD OF STUDY

The investigator has selected survey method for this study entitled A Study on Emotional Intelligence among High School Students.

Sample: In the present study Stratified Random Sampling techniques was adopted. A sample of 300 High School students was selected from different High Schools of Kanchipuram District.

Tools Used: Emotional Intelligence questionnaire was prepared by the investigator. The questionnaire consisted of 40 items with 7 dimensions. **Dimensions of Emotional Intelligence Are Empathy, Self-awareness, Emotional Stability, Self-motivation, Intra personal, inter personal, Managing Emotions.** This scale has 21 positive and 19 negative statements. The items of the scale have five categories of responses namely strongly agree, agree, uncertain, disagree and strongly disagree.

Reliability and Validity of the Tool

The reliability of Emotional Intelligence questionnaire is 0.704 and the validity is 0.839.

Statistical Techniques

Following statistical techniques have been used in interpreting and analyzing the collected data.

- Mean and Standard Deviation
- t-test

6. ANALYSIS AND INTERPRETATION OF DATA

Hypothesis: 1 There is no significant difference in Emotional Intelligence and its dimensions of High School students based on Gender.

TABLE 1. Significance of mean difference between boys and girls in emotional intelligence and its dimensions

VARIABLES	Gender				t-value	p-value
	Boys(159)		Girls(141)			
Empathy	21.86	3.421	21.40	3.849	6.093	<0.001**
Self-Awareness	20.08	3.390	21.60	3.659	1.732	0.084 ^{NS}
Emotional Stability	17.65	3.571	19.06	3.845	2.347	0.019*
Self-Motivation	19.20	3.641	19.59	3.553	1.236	0.217 ^{NS}
Intrapersonal Relationship	16.50	3.171	15.47	2.890	0.632	0.528 ^{NS}
Interpersonal Relationship	17.98	3.735	17.04	3.525	0.516	0.606 ^{NS}
Managing Emotions	20.40	3.356	21.61	3.342	5.817	<0.001**
Overall Emotional Intelligence	131.92	14.571	135.04	14.563	3.148	0.002**

Note: ** Significant at 0.01 level

* Significant at 0.05 level

NS - Not Significant

It could be inferred from 't' values presented in the above table 1.1 that in the dimensions namely, empathy and managing emotions, overall emotional intelligence, there exists significant difference between boys and girls which is significant at 0.01 level. It is observed from the mean values that in the dimensions namely empathy and managing emotions, overall emotional intelligence, girls are better than boys. In emotional stability, there is

a notable difference between boys and girls and is significant at 0.05 level wherein boys exhibit more emotional stability than girls.

But, in the dimensions namely self-awareness, self-motivation, intrapersonal relationship and interpersonal relationship, no significant difference found between boys and girls which infers that they are similar in all the above-mentioned variables.

Hence, the formulated hypothesis that there will be no significant difference between boys and girls in the dimensions namely, empathy, emotional stability and managing emotions, overall emotional intelligence of high school students stands rejected.

But the formulated hypothesis that there will be no significant difference between boys and girls in the dimensions namely, self-awareness, self-motivation, intrapersonal relationship and interpersonal relationship of high school students is accepted.

Hypothesis: 2 There is no any significant difference in Emotional Intelligence and its dimensions of High School students based on Type of Family.

TABLE 2. Significance of mean difference between the High School Students in Emotional Intelligence and its dimensions based on Type of Family

Variables	Type of Family				t value	P value
	Joint (N=120)		Nuclear (N=180)			
	Mean	SD	Mean	SD		
Empathy	22.89	3.774	21.50	3.778	0.959	0.338 ^{NS}
Self-Awareness	20.23	3.678	21.40	3.526	0.261	0.794 ^{NS}
Emotional Stability	18.32	3.764	18.52	3.643	0.707	0.480 ^{NS}
Self-Motivation	19.64	3.572	19.54	3.602	0.347	0.729 ^{NS}
Intrapersonal Relationship	15.63	2.967	15.50	3.134	0.546	0.585 ^{NS}
Interpersonal Relationship	17.06	3.752	16.72	3.640	0.446	0.656 ^{NS}
Managing Emotions	21.06	3.273	21.14	3.457	0.201	0.841 ^{NS}
Overall Emotional Intelligence	135.46	14.679	134.46	14.710	0.094	0.925 ^{NS}

Note: NS - Not Significant

It could be inferred from 't' values given in the above table that in overall Emotional Intelligence and its dimensions namely, Empathy, Self-Awareness, Emotional Stability, Self-Motivation, Intrapersonal Relationship, Interpersonal Relationship and Managing Emotions and achievement motivation, there exists no significant difference between the students based on type of family. This infers that all the students are similar in the above-mentioned variables irrespective of their type of family.

Hence, the formulated hypothesis that there will be no significant difference between the students in overall emotional intelligence and its dimensions based on type of family is accepted.

Hypothesis: 2 There is no significant difference in Emotional Intelligence and its dimensions of High School students based on Type of School.

TABLE 3. Showing the Significance of mean difference between the High School Students in Emotional Intelligence and its dimensions based on Type of School.

Variables	Type of School						F value	P value
	Government (N=92) [1]		Government Aided (N=89) [2]		Private (N=119) [3]			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Empathy	20.56 ^a	2.849	19.55 ^b	3.281	21.86 ^c	3.859	20.207	<0.001**
Self-Awareness	21.16	2.831	21.61	3.535	21.42	3.618	0.929	0.395 ^{NS}
Emotional Stability	18.76 ^{ab}	3.048	19.58 ^b	3.276	18.14 ^a	3.749	7.165	0.001**
Self-Motivation	18.75 ^{ab}	3.143	18.42 ^a	3.378	19.67 ^b	3.618	8.277	<0.001**
Intrapersonal Relationship	14.84 ^a	2.656	14.28 ^a	3.175	15.78 ^b	3.047	13.088	<0.001**
Interpersonal Relationship	16.53 ^b	3.341	15.18 ^a	3.651	17.37 ^b	3.634	16.828	<0.001**
Managing Emotions	19.67 ^a	3.843	19.32 ^a	3.086	21.55 ^b	3.284	28.616	<0.001**
Overall Emotional Intelligence	134.33 ^a	12.421	126.15 ^a	13.047	135.69 ^b	14.921	15.330	<0.001**

Note: ** Significant at 0.01 level

NS-Not Significant

The Mean, Standard deviation and F ratios were calculated for the research variable namely overall emotional intelligence and its dimensions, of high school students with respect to type of school and the same was presented in the above table.

The F ratios calculated for overall emotional intelligence and its dimensions namely empathy, emotional stability, self-motivation, intrapersonal relationship, interpersonal relationship and managing emotions, with respect to type of school exposed a notable variance between groups at 0.01 level. Further analysis of the above-mentioned factors with respect to type of school tested through Duncan Multiple Range Test (DMRT) reported that high school students studying in government and government aided, government and private, government aided and private schools vary significantly with each other in one of the dimensions of overall emotional intelligence namely empathy. From the mean scores, it is found that the high school students studying at private schools are having more empathy and high achievement motivation followed by government school students. Also, high school students studying in government aided schools are the least in their empathy.

Also, it is revealed that the high school students studying in government aided and private schools differ significantly in emotional stability and self-motivation whereas the government school students do not differ with any other group. It is observed from the mean values that students studying in government aided schools are having more emotional stability followed by private school students. Whereas, in self-motivation, private school students are better than government aided school students. Focusing the intrapersonal relationship, managing emotions and overall emotional intelligence, it is noted that government and private, government aided and private school students differ significantly whereas both government and government aided school students are similar. Also, it is found that private school students are having better intrapersonal relationship, managing emotions effectively and more overall emotional intelligence followed by government school students. In interpersonal relationship, it is evident that government and government aided, government aided and private school students differ with each other but government and private do not vary significantly. It is inferred from the mean scores that private school students have better interpersonal relationships followed by government school students.

But in self-awareness, there is no significant difference among the students based on type of school which infers that all the high school students are similar in self-awareness.

Henceforth, “there is no significant difference among the high school students in overall emotional intelligence and its dimensions namely empathy, emotional stability, self-motivation, intrapersonal relationship, interpersonal relationship and managing emotions, based on type of school” is rejected.

Further, the formulated hypothesis that “there is no significant difference among the high school students in one of the dimensions of overall emotional intelligence namely self-awareness based on type of school” is accepted.

7. FINDINGS

- The dimensions namely empathy and managing emotions, overall emotional intelligence, girls are better than boys. In emotional stability, there is a notable difference between boys and girls. Where in boys exhibit more emotional stability than girls but there will be no significant difference between boys and girls in the dimensions namely, self-awareness, self-motivation, intrapersonal relationship and interpersonal relationship of high school students.
- There will be no significant difference between the students in overall emotional intelligence and its dimensions based on type of family.
- There is no significant difference among the high school students in overall emotional intelligence and its dimensions namely empathy, emotional stability, self-motivation, intrapersonal relationship, interpersonal relationship and managing emotions, based on type of school.
- The high school students studying at private schools are having more empathy and high achievement motivation followed by government school students. Also, high school students studying in government aided schools are the least in their empathy.
- The private school students have better interpersonal relationships followed by government school students. But all the high school students are similar in self-awareness

8. LIMITATIONS OF THE STUDY

The limitations of the present investigation are as follows.

- The present study is confined to High School students situated at Kanchipuram district only.
- The selected sample was restricted only to Government, Government Aided, and Self-financing High School students situated at Kanchipuram district only.
- Although there may be some other factors that can enhance the Emotional Intelligence, this study will be restricted only to those factors identified in this study.
- The medium of instruction considered for the present study is restricted only to English and Tamil medium High School Students.
- The sample taken from the population is restricted only to 300 High School Students situated at Kanchipuram district only.

9. CONCLUSION

Right choice of emotional intelligence is very important to survive in this present complex world. From the study we found that in the overall emotional intelligence, girls are better than boys. In emotional stability, there is a notable difference between boys and girls. Where in boys exhibit more emotional stability than girls. This implies lack of clear conception in boys on Emotional Intelligence than girls. Therefore, it is concluded that from the school level training to develop emotional intelligence should be given through various activities.

REFERENCES

- [1]. Ackley, D. (2016). Emotional intelligence: A practical review of models, measures, and applications. *Consulting Psychology Journal: Practice and Research*, 68(4), 269–286.
- [2]. Afzal, H. A. N. N. A. N., Bashir, F., & Batoool, N. (2020). Impact of emotional intelligence on emotional labor and employees job performance behavior. *Int. Rev. Manag. Bus. Res*, 9(4), 148-164.
- [3]. Barisonek, E. S. (2005). The relationship between emotional intelligence, academic achievement and academic production among third- and sixth-gradestudents. M.A. degree in Education, State University of New York, Buffalo.
- [4]. Bradbury et al (2006) Emotional Intelligence, skills and tests. Translated by Mehdi Ganji.Tehran, Savalan.
- [5]. Derksen, J., Kramer, I., and Katzko, M. (2002). Does a self-report measure for emotional intelligence assess something different than general intelligence? *Personality and Individual Differences*, 32, 37- 48.
- [6]. Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of “emotional intelligence”. *Personality and individual differences*, 25(2), 167-177.