

A STUDY OF EMOTIONAL INTELLIGENCE AMONG STUDENTS OF HIGHER SECONDARY SCHOOLS IN AIZAWL CITY

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Abstract: *There are unprecedented challenges that comes up with the fast unprecedented changing environment that we faced in the world that we live in. There is a cut throat competition among the youth where they are expected to perform multiple roles with utmost effectiveness and efficiency. It is, therefore critical for them to recognise the right actions and be passionate about it. Quality education and intelligence towards the unseen complexities of life which can be effectively achieved through developing emotional intelligence. The New Education Policy envision improving the quality of education that can produced emotionally intelligent students. Emotional intelligence aids in the achievement of students and provides them with skills for their personal and professional lives. In the present investigation, the researcher explored the emotional intelligence of arts, science and commerce streams from higher secondary schools offering all the three streams in Aizawl City. The sample of 431 higher secondary school students were selected using simple random sampling method. Majority of the students were found to have poor emotional intelligence. Male students were found to possessed higher level of emotional intelligence among the sample students.*

Keywords: *Emotional Intelligence, Science stream, Art Stream, Commerce Stream, Higher Secondary Schools.*

Introduction:

Emotional Intelligence refers to the ability to recognize, understand and manage one's own emotions, as well as the emotions of others. It involves being aware of and able to control one's emotional responses, as well as being aware of and able to control one's emotional responses, as well as being able to empathize with others and respond to their emotions in a thoughtful and effective manner. Emotional Intelligence have a great impact on the performances of students in different areas of their life including their academic achievement. Emotions plays an important role in the acquisition of knowledge. The rate and depth of learning greatly depended on the state of emotion.

While Intelligence Quotient (IQ) has long been used to predict a student's success, as the world enters the twenty-first century, Emotional Intelligence is a better predictor of "success" than more traditional measures of cognitive intelligence. Emotional Intelligence is one such factor that is useful in situations where students must successfully transition from one environment to another (Hettich, 2000). Emotional intelligence skills are essential for the successful management of learning organisations. Emotional intelligence is a key component that influence well-being as well as adaptive processes (Zeidner et al., 2012). Emotional intelligence is the predictor of personal resource associated with health outcomes (Martins et al., 2010), well-being (Sánchez-Álvarez et al., 2016), and even task performance (Miao et al., 2017). significant effects of EI in predicting AP after controlling the effects of intelligence and other personality traits, EI has emerged as a strong predictor in secondary education Sánchez-Álvarez et al.(2022).

Rationale of the study

Adolescents need emotional intelligence to negotiate the complex and hard social and emotional landscape of adolescence. Adolescence is a time of major changes in cognitive, emotional, and social development, and emotional intelligence can play an important role in assisting young people in effectively navigating these transitions.

Adolescents who excel intellectually may struggle socially and interpersonally. Even though they have a high Intelligence quotient, they may not be successful. Higher levels of emotional intelligence assure lower stress in teenagers by reducing conflict, establishing better relationships, and understanding, thereby assisting them in being successful and enabling them to assist others in being successful.

Through the educational process and life skill education, the educational system is capable of cultivating emotional intelligence in students. Higher secondary education is a critical period in which students must make long-term decisions about their lives. For some, it marks the end of their schooling and the beginning of their careers, while for others, it marks the beginning of their academic life. Making the best future decisions and having strong academic achievement is critical at this period, and this is heavily influenced by their academic performances. It is consequently critical for educators to assess secondary school students' emotional intelligence in order to foster emotional intelligence in adolescents.

Statement of the problem:

The present study has been titled as ‘a study of emotional intelligence among students of higher secondary schools with arts, science and commerce streams in Aizawl city’

Research Questions

- 1) What is the level of emotional intelligence among higher secondary school students from arts, science and commerce streams of Aizawl city?
- 2) Is there any significant difference between male and female higher secondary school students of Aizawl city?

Objective of the study

- 1) To study the emotional intelligence among higher secondary school students from arts, science and commerce streams of Aizawl city.
- 2) To compare the emotional intelligence of male and female higher secondary school students of Aizawl city.

Hypothesis

- 1) There is no significant difference between male and higher secondary school students from arts, science and commerce streams of Aizawl city in their emotional intelligence.

Methodology

The primary goal of the study was to determine emotional intelligence among different streams of higher secondary school students in Aizawl. The researchers used a descriptive survey research method to achieve their goals. Samples were obtained from higher secondary schools in Aizawl City that offer arts, science, and commerce streams using a basic random sampling method. Samples were gathered at random from 431 higher secondary school students in Aizawl City.

The researchers used the Emotional Interest Inventory (EII-mm) designed by Dr. S.K Mangal and Mrs. Shrubhra Mangal to assess emotional intelligence among higher secondary school students. The Emotional Interest Inventory assesses students' emotional intelligence in four areas: intrapersonal awareness (own feelings), interpersonal awareness, and interpersonal awareness (others' emotions), intrapersonal management (own emotions) and interpersonal management (others' emotions). The scale consisted of 100 items and 25 items each from the four areas of emotional intelligence considered.

After obtaining due permission from the head of the institution and developing a good rapport with the students, the researchers administer the scale to the sample students. The researchers employed percentage, mean, standard deviation and t-test in the research.

Analysis and Interpretation

Analysis and interpretation of the raw data collected were analysed and presented as per the objectives of the study as below:

Objective No 1: Level of emotional intelligence among Arts, Science and Commerce Students of Higher secondary school students in Aizawl City.

The first objective of the study was assessing the emotional intelligence of art, science and commerce students. The emotional intelligence among the students of different streams were assessed separately and presented in the following tables.

The researchers had collected 171 responses from Arts stream of higher secondary school in Aizawl city. The following table (table 1) shows the number, percentage and levels of emotional intelligence among arts streams.

Table 1 : Emotional Intelligence among Arts students

Score	Gender	Number		Percentage	Level
90 & above	Male	0	0	0%	Very Good Emotional Intelligence
88 & above	Female	0			
77 -89	Male	1	3	1.75%	Good Emotional Intelligence
75 – 87	Female	2			
63 – 76	Male	21	41	23.98%	Average Emotional Intelligence
61 – 74	Female	20			
49 – 62	Male	41	88	51.46%	Poor Emotional Intelligence
48 – 60	Female	47			
48 & below	Male	22	39	22.81%	Very Poor Emotional Intelligence
47& below	Female	17			

The perusal of the above table reveals that majority of the students from Arts Streams possessed poor emotional intelligence, i.e, 51.46%, 23.98% of the sample students fall under average emotional intelligence whereas 22.81% had very poor emotional intelligence. Only

1.75% had good emotional intelligence and there were no students with very good emotional intelligence.

Among the 431 sample students, 149 responses were collected from science stream. The level of emotional intelligence among the higher secondary school students of science stream with their number and percentage is presented in table no. 2 as follows.

Table 2: Emotional Intelligence of science stream

Score	Gender	Number		Percentage	Level
90 & above	Male	0	0	0%	Very Good Emotional Intelligence
88 & above	Female	0			
77 -89	Male	2	4	2.69%	Good Emotional Intelligence
75 – 87	Female	2			
63 – 76	Male	27	37	24.83%	Average Emotional Intelligence
61 – 74	Female	10			
49 – 62	Male	33	71	47.65%	Poor Emotional Intelligence
48 – 60	Female	38			
48 & below	Male	16	37	24.83%	Very Poor Emotional Intelligence
47& below	Female	21			

The above table reveals that there were no science students with very good emotional intelligence, only 2.69% of the students from science stream were found with good emotional intelligence, 24.83% had average emotional intelligence and 46.65% were with poor emotional intelligence. A staggering percentage (24.83%) of the higher secondary science students were found with very poor emotional intelligence.

There were 111 sample students from the sample drawn from higher secondary commerce students. Their level of emotional intelligence is presented in the following table no.3

Table 3: Emotional Intelligence of Commerce Stream

Score	Gender	Number		Percentage	Level
90 & above	Male	0	0	0%	Very Good Emotional Intelligence
88 & above	Female	0			
77 -89	Male	1	3	2.7%	Good Emotional Intelligence

75 – 87	Female	2			
63 – 76	Male	19	35	24.83%	Average Emotional Intelligence
61 – 74	Female	16			
49 – 62	Male	31	56	47.65%	Poor Emotional Intelligence
48 – 60	Female	25			
48 & below	Male	5	17	24.83%	Very Poor Emotional Intelligence
47& below	Female	12			

The table presented above showed that there were more students with poor emotional intelligence among commerce students wherein 47.65% had poor and 24.83% had very poor emotional intelligence. Only 24.83% possessed average emotional intelligence and a very small proportion (2,70 %) showed high emotional intelligence higher secondary school students of commerce stream in Aizawl City.

Objective No. 2 : Emotional intelligence of male and female higher secondary school students of Aizawl city

The analysis of the emotional intelligence of higher secondary school students on the basis of gender is presented in table no 4.

Table No. 4: Gender

Gender	Number	Mean	SD	t-test	Remark
Male	212	56.68	9.75	4.55	Significant at 0.01 level
Female	219	60.95	9.69		

The above table depicted the influence of gender on the level of emotional intelligence among the higher secondary school students in Aizawl city. The mean value of emotional intelligence among male and female higher secondary school students falls within poor emotional intelligence. The calculated t value is found to be significant at 0.01 level. Therefore, the hypotheses that state that ‘there is no significant difference between male and higher secondary school students from arts, science and commerce streams of Aizawl city in their emotional intelligence’ is rejected.

Findings

The resultant findings for the present research were:

- 1) Majority of Science, Arts and Commerce students' emotional intelligence falls in poor and very poor emotional intelligence.
- 2) There were no students with very high emotional intelligence among the higher secondary school students in Aizawl city.
- 3) There difference between male and female higher secondary school students in their emotional intelligence was significant.
- 4) Male students were found to possessed higher emotional intelligence.

Conclusion

The present study was dedicated to explore the emotional intelligence among the higher secondary school students of art, science and commerce streams in Aizawl city. The study revealed that the emotional intelligence among the higher secondary school students in Aizawl city were relatively very poor. In order to ensure success among the students not only in academic but in all walks of life, their emotional intelligence need to be improved. Emotional intelligence is also associated with stress and depression. An unhealthy stressful lifestyle with heavy academic load, little or no extracurricular activity and no skill training can lower the emotional intelligence of the youth. According to (Zeidner and Matthews, 2016), school is one of the most essential venues for learning emotional skills and competencies. Developing emotional abilities in the early phases of adolescence will allow them to become consolidated personal resources to face risks and increase motivation directed towards academic success and well-being (Herrera et al., 2020). It is thus critical for establishing programmes aimed at improving secondary school students' emotional abilities.

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