



## A STUDY OF EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS

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### **Abstract:**

*In the era of zero-tolerance, virtual reality and trending ultramodern technology, it has become so urgent to study human emotions that it demands serious attention and concentration for its scientific measurement and solutions. In the last two decades, Emotional Intelligence has been a topic of growing concern in the file of education regarding the emotional aspects of teenagers attending school and colleges. The fact cannot be denied that social skills and emotional maturity with a combination of intelligence helps in bringing adjustment and success in the life of teenagers which is an essential part of life for surviving in today's competitive world. Emotional intelligence is defined as a scientific human endeavour in order to bridge the gap between two different human conditions arising in the human body, originating from head and heart respectively. This present paper thoroughly investigates the level of emotional intelligence among teenagers based on their gender and the medium of instruction of the educational institutes in which they are presently studying. If emotional intelligence skills are developed, enhanced and strengthened it is likely that students may demonstrate a higher level of personal, academic and career success.*

**Keywords:** *Emotional Intelligence, teenagers, medium of instruction, secondary school students. Junior college students.*

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### **Introduction**

Education plays a vital role in the success of students irrespective of the discipline that they belong to. Education serves as a platform for all students where they can enhance their skills, prepare themselves physically and together develop their level of confidence. The students that come to school or colleges belong to various backgrounds like some may hail from rural areas while others from urban areas. The students coming from diverse backgrounds come across challenges like stage fear, lack of communication skills, coping up with the faculties, lack of participation because of their nature etc. Incorporating social and emotional learning programs as a part of educational curriculum is challenging, but its importance in today's scenario cannot be neglected either.

Emotional intelligence quotient, or EQ, is the trending term which is being used vastly in the human resources departments and it is making its journey towards the executive boardrooms making it more important for the



educationalists and researchers to think about it. Emotional Intelligence (EQ) is the emerging concept or can be termed as the new trending concept in all fields of human development including education. A controversial question arises from many researchers, whether EI can be learnt and taught, and if it will prove to be the need to succeed in schools and life outside of it. EI is a concept, practical in nature, and essential for the development of human life. The researchers believe in the philosophy that intelligence and success are proportional to one another but are not viewed in the same way. The results of students are not because of deviations from the basics, the contemporary focus -success of students, not only on their reasoning capacities as well on self-awareness, emotions, and interpersonal skills (Kumar, 2020). In the last two decades of the 20th and 21st century, EI has been elucidated from umpteen number of angles, it was formally described by Salovey and Mayer (1990) as “the potentiality to screen one’s personal and also others’ feelings and emotions, to distinguish and utilise this information to pilot thinking and actions”.

The term emotional intelligence was coined by Salovey and Mayer (1990), they defined it as the ability of an individual to perceive, understand and control emotions personally and others, and manipulate it to guide thoughts and emotions so as to prove beneficial on an individual and environmental level. They conceptualised EI as the subset of social intelligence that involved the ability to survive one’s own feelings and emotions, discriminate amongst them and use the information to guide one’s thinking and action (Salovey and Mayer, 1997). Emotional Intelligence (EI) can also be explained as - the typical social aptitude that involves the ability to monitor one’s own and other’s feelings and sensations to distinguish and make use of this information to conduct one’s own thinking and operations (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). “According to Daniel Goleman (1995), “Emotional intelligence is the capability for identifying one's own feelings and those of others, for motivating ourselves, and for managing emotions well in one self and in one’s relationships.” Adolescence is a time period of gradual increase in independent nature, during which adolescents reduce interaction with their parents and increase with peers (Csikszentmihalyi and Larson, 1984; Schneiders, 2017). Emotional Intelligence takes the terms ‘Emotion’ and ‘Intelligence’. Emotional Intelligence is something specific to do with the intelligent inter- section of emotions and thoughts. EI represents the ability to validate reasons with emotions and use emotions to enhance thought process. EI is the capacity to perceive and manage emotions (Mayer, Caruso and Salovey, 1999). The value of emotional intelligence incorporates intra-personal and interpersonal intelligence and/or abilities (Gardner, 1993). Emotional Intelligence is how an individual controls their emotions in abnormal situations. Emotional intelligence serves as a key determinant for a student's success and also helps in personality development. Adolescence is the time phase when a person develops the ability to think further than the present, envision its prospects and implications, and also get their head around the complexity of social relationships. Encountering newer experiences; unfamiliar situations often conclude in new and possibly intense positive and/or negative emotional responses, creating a void that needs to ensure nurturing the emotional intelligence skills for regulation of emotions and behaviour (Karibeeran, 2019)

Children are becoming increasingly independent, and envision the future in terms of career, relationships, families, housing, etc; an individual wants to feel they belong to a society and are a good fit. This major stage in development where the child learns about the roles he will exhibit as an adult, will re-examine identity and try to find out exactly



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who he or she is. Emotional intelligence has a crucial role in this phase, as it signifies the ability to comprehend and manage ones as well as the others' emotions, it refers to a combination of skills including empathy, self-control, self-awareness, sensitivity to others feelings, persistence and also self-motivation. This paper focuses on the various theories and models of emotional intelligence and its significance in the educational sector.

##### **Review of Related Literature**

Bukhari et al. (2017), did research with the aim to investigate the emotional intelligence and self-esteem in male and female school students. The research design was research cross sectional design. Their sample enclosed 200 students, 100 males and females each, all participants were from mixed socio-economic status viz. the upper, middle and lower class. The sample was gathered from multiple schools in Karachi, Pakistan using the convenience sampling technique. The results disclose the presence of significant variance among emotional intelligence of male and female school students ( $t(198) = 6.597, P < .05$ ) and also significant difference in self-esteem ( $t(198) = 2.837, P < .05$ ) was seen. Neophytou (2012) formulated a paper that focused on the concept of educational reform along with it discussed Emotional Intelligence (EI) in the context of the modernist-postmodernist discussion. It claimed that end to end application of EI in contemporary societies will pave way for a new wave of reform that will provide science with normative power above the emotional realm of folks. This reform will aim principally on the intensification of performance and work styles of judgement, selection and regulation of emotions. As a consequence, teachers' emotions will be precisely described, prescribed and synchronised with the strides of improvement. Rewards, sanctions and also penalties will be applied centred on the compliance of the distinct teacher about appropriate and inappropriate emotional conduct with predefined pointers. Conversely, before applying the new ethos that EI brings along-epistemological, ethical and moral questions must be raised and the side effects of the modernization movement ought to be well thought-out.

Mavroveli and Sánchez-Ruiz (2011), did a study in a sample of primary school children, that investigated the associations between trait EI and school outcomes, for instance performance in reading, writing, and maths, peer-rated behaviour and social competence, and self-reported bullying behaviours. It likewise examined if the trait EI scores segregate the children with and without special educational needs (SEN). The sample consisted of 565 children (274 boys and 286 girls) amid the ages of 7 and 12 from three state primary schools with medium of instruction as English. Links between trait EI and academic achievement were unassertive and limited to third year children, as was anticipated by trait EI theory. Fewer nominations for antisocial behaviour other than lower scores on self-reported bullying behaviours, while upper trait EI scores were related to extra nominations from peers for pro-social behaviours. Likewise, the SEN students exhibited a lesser score on trait EI compared to students without SEN. For the socialisation of primary schoolchildren, trait EI held important and multifaceted implications. Collins and Cooper (2014) explored the idea of refining the role of the researcher. They used emotional intelligence as their framework, and synthesised methodological writing around the role of the researcher and means to enhance the connections and relations amongst humans in qualitative research. Emotional intelligence strengthens the capability to bond with participants, skilfully listen and pay attention throughout the interview procedure, and add clarity in understanding the life worlds participants communicate. Singh (2007) did a study that dealt with two imperative variables, Emotional Intelligence (EI) and organisational leadership, in the setting of Indian context in



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a software organisation. The study tested 210 male and 130 female software specialists and examined the connections of EI with organisational leadership along with the impression EI has on leadership effectiveness. The outcomes point towards positive and significant relationships of EI with organisational leadership equally for males and females. It is also specified that EI of both gender software professionals contribute enormous variance in the total variance of the effectiveness of their leadership. The results were discussed and interpreted with regards to the findings of the former research. The findings had significant inferences for development along with organisation of leadership skills at the workplace.

Kristjánsson (2006), states that a recent trend in moral education, social and emotional learning, incorporated the chant of emotional intelligence (EI) as a crucial element in the wide-ranging programme of character building. Aristotle obviously considered the schooling of emotions to be an indispensable part of moral education, in making his famous claim that a good life would have to include appropriate emotions. On the other hand, Kristján Kristjánsson casts doubt on the supposition that Aristotelians ought to approve of the clarion call for EI, as agreed by Daniel Goleman and the advocates of social and emotional learning, in classrooms. Several marked differences sandwiched between EI and Aristotelian emotional virtue are highlighted and reconnoitre as he argues that the claims of EI dearth moral ballast and this particular is added to a prevailing heap of educational complications attached to the carrying out of EI programmes, educators must rethink their confidence on EI as a model of emotion cultivation, and conceivably regress to the teachings of Aristotle himself.

Walke et al (2021), performed a study that looked into attachment styles formed during childhood emotional experiences that may possibly be shaped by emotion-related traits for instance how children interpreted and regulated their own and others' emotions. These emotion-related traits appeared in many emotional intelligence (EI) models, so that EI may relate to attachment styles. They directed a meta-analysis to get an estimation on the association in the middle of EI and attachment styles (26 studies, N = 6914). Only non-clinical adult samples and validated psychometric assessments were included, and examination for EI type was carried out as a moderator, relating ability EI versus EI rating-scales by means of subgroups analysis and meta-regression. It was found that lower anxious attachment is significantly associated with EI rating-scales ( $r = -0.25$ ,  $k = 26$ ) and ability EI ( $r = -0.16$ ,  $k = 45$ ), lower avoidant attachment is significantly associated with EI rating-scales ( $r = -0.36$ ,  $k = 21$ ) and ability EI ( $r = -0.21$ ,  $k = 40$ ), but then again secure attachment is significantly associated with EI rating-scales only ( $r = 0.31$ ,  $k = 30$ ). EI type significantly moderated the EI/avoidant attachment association only ( $\beta = -0.14$ ,  $p = .01$ ). Possible mechanisms by which EI could influence early development of attachment styles (and vice-versa) were discussed, while conceding that the causal direction underlying EI/attachment relativity is uncertain.

Mayer, Roberts and Barsade (2008), studied Emotional intelligence (EI) involving the ability to implement accurate reasoning around emotions and the skill to use emotions and emotional knowledge in enhancing thought processes. They discussed the origins of the EI concept, defined EI, and described the scope of the field currently, reviewing three approaches available so far from a theoretical and methodological standpoint. It was found Specific-Ability and Integrative-Model approaches satisfactorily conceptualise and measure EI. Pivotal in this review remain those studies that discourse the relation of EI measures and meaningful criteria including social outcomes, performance, psychological and also physical well-being. Tsagem and Bello (2022), study inspected



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among junior secondary school students in Katsina metropolis - emotional intelligence as correlate of academic performance. 384 students from a population of (8757) junior secondary school students were sorted out as samples. Three hypotheses were tried and results acquired showed that emotional intelligence related to academic performance for both males and females junior secondary school students. Grounded on these findings therefore, it was endorsed that efforts better be made in the direction of training in the improvement and sustenance of positive inspiration. Conclusively, it is valid to emphasise on developing self-awareness among learners with the aim of producing emotionally stable learners, capable of monitoring their moods, having resilience to stress, rationality in thought process, flexibility in approaches, confidence and positive attitude for themselves and talents. Ghorai (2021) conducted a study with the aim to determine the level of emotional intelligence of adolescence going to school and to compare the emotional intelligence along with its four dimensions that is understanding emotions, understanding motivation, empathy and handling relation with respect to their sex, grade and educational board pattern. The sample consisted of 288 higher secondary school students selected using convenient sampling techniques from six schools of three different boards of education of Kolkata district in West Bengal. Results of the study reflected that there was no significant difference in emotional intelligence and its sub-factors of male and female school going adolescents and also grade and school board did not have any effect. The findings justified the importance of emotional intelligence of school going adolescents. Parveen and Aziz (2012) showed no significant difference on emotional intelligence between male and female adolescent students. Bibi et al. (2016) found females as more emotionally intelligent than males, yet no statistically significant gender difference in self-esteem was recorded among university students. Ali and Ali (2016) revealed in the total score of the EI scale and its subscales- no significant difference in emotional intelligence between males and females. Wholly two dimensions (regulation of emotions and self emotional appraisal) prognosticate academic achievements. Srivastava and Pant (2016) revealed that between Hindi and English medium students regarding Emotional Quotient there was no significant difference, whereas academic achievement was observed to be high among English medium students and gender differences were found in both variables to be significant. Acharya and Patel (2015) found the female's emotional intelligence score marginally higher than the males.

Evidently, many research studies have been conducted on these grounds, yet it requires special attention from researchers. This study is an attempt to determine the level of emotional intelligence of school and college going adolescents; and to compare the emotional intelligence based on gender and medium of instruction.

##### **Statement of the Problem**

A Study of Emotional Intelligence among adolescents based on gender and medium of instruction of their Institution.

##### **Methodology and Sample of Present Study**

A descriptive survey method was used for the present study. The sample was collected using convenience sampling. A questionnaire designed by Nicola S. Schutte, John M. Malouff and Navjot Bhullar (1998) was used to collect data from secondary school students. Total 179 students, both male and female, from class VIII to XII were selected for the study. 99 students were from English medium schools and 80 from Urdu medium schools. Table 1.1 represents the sample for the study and percentage of students selected for the present study.

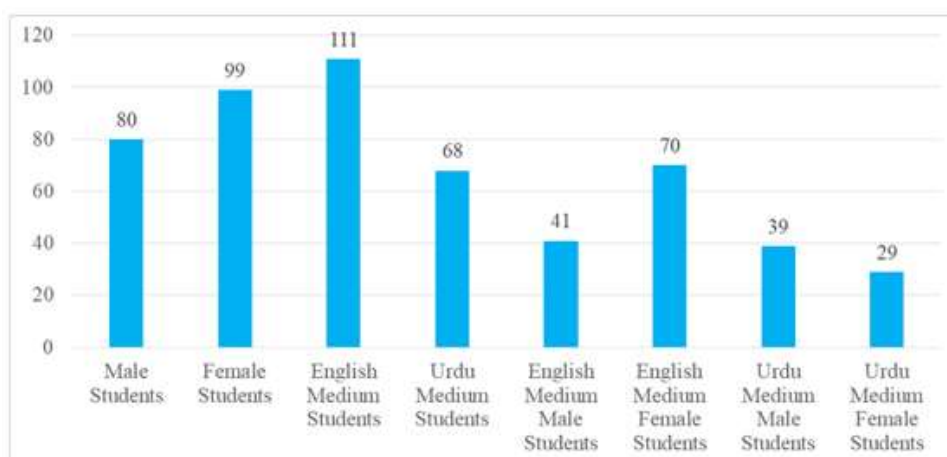




Out of total students, 44.69% were males i.e. 80 students were males and 55.31% were females i.e. 99 of them were females and 80 were males. 62.01% were English medium students and 37.99% were Urdu medium students, i.e. 111 were English medium students and 68 Urdu medium students. 36.93% were English medium male students and 63.07% were English medium female students, i.e. 41 and 70 respectively. 57.35% were Urdu medium male students and 42.65% were Urdu medium female students, i.e. 39 and 29 respectively.

**Table 1.1: Sample size for present study**

	N	Percentage
Male Students	80	44.69
Female Students	99	55.31
English Medium Students	111	62.01
Urdu Medium Students	68	37.99
English Medium Male Students	41	36.93
English Medium Female Students	70	63.07
Urdu Medium Male Students	39	57.35
Urdu Medium Female Students	29	42.65



**Figure 1.1: Bar Chart Depicting the Sample of the Present Study**

## HYPOTHESIS TESTING AND INTERPRETATION OF DATA

1. There is no significant difference in the level of emotional intelligence among teenagers.



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2. There is no significant difference in the level of emotional intelligence among Male teenagers.
3. There is no significant difference in the level of emotional intelligence among Female teenagers.
4. There is no significant difference in the level of emotional intelligence among teenagers belonging to English Medium Institutes.
5. There is no significant difference in the level of emotional intelligence among teenagers belonging to Urdu Medium Institutes.
6. There is no significant difference in the level of emotional intelligence among teenagers with respect to gender.
7. There is no significant difference in the level of emotional intelligence among teenagers with respect to medium of instruction.
8. There is no significant difference in the level of emotional intelligence among male and female teenagers from English and Urdu medium Institutes.

**Table 1.2: Relevant Descriptive Statistics**

	N	Mean	Median	Mode	S. D	Skewness	Kurtosis
Total students	179	118.51	121	123	25.81	5.72	59.60
Male Students	80	111.32	114	119	18.45	-0.178	-0.77
Female Students	99	124.32	123	128	29.31	6.84	60.86
English Medium Students	111	119.90	122	121	12.94	-0.84	0.77
Urdu Medium Students	68	116.23	115	118	38.56	4.87	33.35

Hypothesis 1, 2, 3, 4 and 5 were tested using descriptive analysis

**Hypothesis 1:** The Mean, Median, Mode and Standard Deviation value for all adolescence students was found to be 118.51, 121, 123 and 25.81 respectively. The skewness was found to be 5.2 which is positive. The Kurtosis was found to be 59.60 which is positive, thus the distribution is leptokurtic by nature.

**Hypothesis 2:** The Mean, Median, Mode and Standard Deviation value for all Male students was found to be 111.32, 114, 128, and 18.45 respectively. The skewness was found to be -0.18, which is negative. The Kurtosis was found to be -0.77 which is negative, thus the distribution is platykurtic by nature.



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**Hypothesis 3:** The Mean, Median, Mode and Standard Deviation value for all Female students was found to be 124.32, 123, 119, and 29.31 respectively. The skewness was found to be 6.84. The Kurtosis was found to be 60.86 which is positive and thus the distribution is leptokurtic by nature.

**Hypothesis 4:** The Mean, Median, Mode and Standard Deviation value for all English medium students was found to be 119.90, 122, 121, and 12.94 respectively. The skewness was found to be -0.84. The Kurtosis was found to be 0.77 which is positive and thus the distribution is leptokurtic by nature.

**Hypothesis 5:** The Mean, Median, Mode and Standard Deviation value for all Urdu medium students was found to be 116.23, 115, 118, and 38.56 respectively. The skewness was found to be 4.87. The Kurtosis was found to be 33.35 which is positive and thus the distribution is leptokurtic by nature.

**Table 1.3: Relevant Inferential Statistics**

	N	Mean	t value	p value	LoS
Male Students	80	111.32	4.38	<.0001	S
Female Students	99	124.32			
English Medium Students	111	119.91	2.94	0.003	S
Urdu Medium Students	68	116.23			
English Medium Male Students	41	118.09	1.56	0.12	NS
English Medium Female Students	70	120.97			
Urdu Medium Male Students	39	104.20	4.32	<.0001	S
Urdu Medium Female Students	29	123.72			
Female Students Urdu Medium	29	123.72	0.93	0.35	NS
Female Students English Medium	70	120.97			
Male Students Urdu Medium	39	104.2	3.61	0.0005	S
Male Students English Medium	41	118.09			

Hypothesis 6, 7, 8, 9, 10 and 11 were tested using inferential analysis.

**Hypothesis 6:** The t value for male and female secondary students was found to be 4.38. The p value was found to be <.0001 which is less than 0.01 and 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is a significant difference between the emotional intelligence of male and female students. The mean score of male





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students was 111.33 and that of female was found to be 124.23. The mean scores of male students is less than that of females which indicates that females have a higher level of emotional intelligence as compared to males.

**Hypothesis 7:** The t value for English and Urdu medium students was found to be 2.94. The p value was found to be 0.003720 which is less than 0.01 and 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is a significant difference between the emotional intelligence of English and Urdu medium students. The mean value of English medium students was found to be 119.91 and that of Urdu medium students is 116.23. The mean value of Urdu medium students is less than that of English medium students which indicates that English medium students have higher level of emotional intelligence as compared to Urdu medium students.

**Hypothesis 8:** The t value for English medium male and female students was found to be +1.56. The p value was found to be 0.121713 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference between the emotional intelligence of English medium male and female students.

**Hypothesis 9:** The t value for Urdu medium male and female students was found to be 4.32. The p value was found to be <.0001 which is less than 0.01 and 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is a significant difference between the emotional intelligence of Urdu medium male and female students. The mean value for Urdu medium female students was found to be 123.72 and male students was found to be 120.97. The mean value of male students is less than that of female students in Urdu medium, which indicates that the females in Urdu medium schools have higher level of emotional intelligence than male students.

**Hypothesis 10:** The t value for Female students of English and Urdu medium schools was found to be 0.93. The p value was found to be 0.354680 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference between the emotional intelligence of Female students of English and Urdu medium schools.

**Hypothesis 11:** The t value for Male students of English and Urdu medium was found to be 3.61. The p value was found to be 0.000539 which is less than 0.01 and 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is a significant difference between the emotional intelligence of Male students of English and Urdu medium schools. The mean value for male students of English medium was found to be 118.09 and of Urdu medium was found to be 104.2. The mean value of male students in English medium is more than that of Urdu medium, which indicates that male students in English medium schools have higher level of emotional intelligence than in Urdu medium schools.

#### **Discussion and Conclusion**

Emotional intelligence is the trending concept, which is currently in focus among educators, policy makers as well as researchers. It's a widely believed and accepted fact that emotional and social competence is as important, or even more important, than the traditional dimension of intellectual ability and personality (Goleman, 1995 and 1998). From the available literature on emotional intelligence several factors have been defined that directly or indirectly cater in developing the emotional intelligence among students; gender is one of them. Gender discrimination is a common phenomenon in almost all the culture especially in Indian society. Male and females



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differ naturally on the basis of their physiological and biological characteristics. They also differ in various psychological attributes as well which helps in catering the level of emotional intelligence.

Many research studies have been conducted on gender differences on Emotional Intelligence on various learners including nurses, medical graduates, Junior college students world wide. In the present study gender difference was observed among teenagers going to school and colleges. While considering emotional intelligence based on the medium of instruction of teenage students, those belonging to the English medium had a higher EI than those from Urdu Medium. Female students had a higher emotional intelligence as compared to males and also while considering English medium and Urdu medium students differently, Female students had a higher emotional intelligence as compared to males. Similar results have been reflected in a study conducted by Chandra, Gayatri and Devi (2017) which was carried out in Tamil Nadu where they found that in medical graduates, females have higher EI than males. Overall, while considering EI and gender, mean correlation of .17 was found with females scoring higher than males and females possessing higher interpersonal and emotional skills than male students in the United States. In Iran, Domakani, Mirzaei and Zeraatpisheh (2014) conducted a study and found that females had a greater overall EI and were better at interpersonal skills, adaptability, and pragmatic knowledge than males. Across the board EI scores of females was notably higher than males (Craig et al., 2009; Harrod and Scheer, 2005; Schutte et al. as cited in Petrides and Furnham, 2000). The grounds for this observed difference could be that substantial attention on emotions are placed by females than by males (Fernández-Berrocal, Extremera, and Ramos, 2004; Salovey, Mayer, Goldman, Turvey, and Palfai, 1995), females are more emotional (Grewal and Salovey, 2005), and also more skillful at managing and comprehending their emotions. Another basis could be the females' emotional self-awareness and self-regard, which as well is higher than their male counterparts, pointing out the fact that they are much more conscious and sentient of their emotions, which may be because females are differently socialised and it is expected from them to exhibit cooperation, expressiveness, and awareness of interpersonal relationships. (Petrides and Furnham, 2006).

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