

Emotional Intelligence of Higher Secondary School Students in Aizawl District: A Critical Study

J. Lalhriatpuii*
Francis L.R. PuiaTlau**
Venus Lalchhuanthangi***

Abstract

Emotional intelligence is the ability to identify and regulate one's emotions and understand the emotions of others. A high Emotional Quotient helps you to build relationships, reduce stress, and defuse conflict, having a high emotional intelligence allows you to empathize with others, communicate effectively, and be both self and socially aware. This study aimed to find out the emotional intelligence of higher secondary school students in Aizawl district. Comparison was made regarding their gender, stream of study and type of school. It was found that the majority of students had a normal average level of emotional intelligence. There was a significant difference between male and female among the school students. Significance was also found in the type of stream of study in school.

Keywords: Emotional intelligence, students, Higher Secondary School

Introduction

The most common definition of emotional intelligence (EI) is the capability to recognize, utilize, comprehend, regulate, and deal with emotions. Emotionally intelligent people can identify and categorize a wide range of emotions, use emotional information to inform decisions and actions and modify their emotions in response to changing circumstances.

Despite the fact that the term originated in 1964, it became well-known from science journalist Daniel Goleman's 1995 best-selling book 'Emotional Intelligence'.

*Dr. J. Lalhriatpuii, Assistant Professor, Government Aizawl College, Aizawl, Mizoram - 796001
Email: jlalhriatpui@gmail.com

** Dr. Francis L. R. PuiaTlau, Guest Faculty, Government Aizawl College, Aizawl, Mizoram - 796001
Email: francistlau1991@gmail.com

***Venus Lalchhuanthangi, IV Semester MA Student, Government Aizawl College, Aizawl, Mizoram - 796001
Email: pvenusp26@gmail.com

Emotional Intelligence (EI) is the collection of abilities and traits that motivate effective leadership, according to Goleman. The term emotional intelligence describes the capability to recognize, regulate, and assess emotions. While some researchers maintain that emotional intelligence is an innate trait, others contend that it can be developed and strengthened. (D Goleman, 1998)

To quantify EI, several models have been developed. The term “emotional quotient” (EQ) was coined by British scientist Keith Beasley in 1987 as a replacement for the intelligence quotient (IQ). Konstantinos V. Petrides created the trait model in 2001, and it is centred on self-reported behavioural dispositions and perceived abilities. The ability model, which was created in 2004 by Peter Salovey and John Mayer, is centred on a person’s capacity to process emotional data and apply it to their social interactions. Now, ability EI and trait EI, which have since been modelled independently, can be combined in Goleman’s original model, which is now regarded as a mixed model. Emotion recognition, or the attribution of emotional states based on observations of visual and auditory nonverbal cues, has been the subject of more recent research. Furthermore, the goal of neurological research has been to define the neural underpinnings of emotional intelligence.

Emotional intelligence, like general intelligence, is the product of one’s heredity and its interaction with the forces of his or her environment. Until recently, we have been led to believe that a person’s general intelligence, measured as I.Q., or intelligence quotient, is the greatest predictor of success in any walk of life— academic, social, vocational, or professional. Consequently, I.Q. scores are often used for the selection, classification, and promotion of individuals in various programmed courses, job placement, etc. However, research and experiments conducted in the 1990s onwards have tried to challenge such over-dominance of intelligence and its measure, the emotional quotient (E.Q.). These have revealed that a person’s emotional intelligence, measured through his or her E.Q., maybe a greater prediction of success than his or her I.Q.

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence helps us build stronger relationships, succeed at school and work, and achieve our career and personal goals. It can also help us connect with our feelings, turn intention into action, and make informed decisions about what matters most to us.

Nowadays, the general public, professionals, and researchers in educational institutions are all interested in emotional intelligence. Emotional and social

competencies are seen to be just as important as the more conventional aspects of personality and intellect. The many components or elements of emotional intelligence, particularly the data on an individual's emotions and relationship management, greatly assist a person in all areas of life. Another aspect of the human mind that can be usefully examined when examining intelligence through the application of science is emotional intelligence. Such a methodical comprehension of human emotion and intelligence can be very beneficial in raising the overall success rate of modern education and its systems. Therefore, our capability to manage both our own emotions and those of others is essentially reflected in our emotional intelligence. To understand the significant resonances in people's hearts, intelligent academics must investigate emotional intelligence. Many studies have been conducted on emotional intelligence, and it has emerged as a fascinating psychological topic. Emotional intelligence was first defined by Mayer and Salovey in 1990. According to them, emotional intelligence is the ability of individuals to use their emotions to reason in order to improve their thinking and foster both intellectual and emotional development. Numerous investigators have discovered variations in emotional intelligence among individuals. These studies concentrate on the analysis of emotional capacities as predictors of social functioning, psychological well-being, and physical health.

Rationale of the Study:

The capability to recognize, control, and comprehend one's own emotions as well as those of others is known as emotional intelligence. Having a high EQ facilitates relationship development, lowers team stress, and diffuses conflict. Being socially and self-aware, able to communicate effectively, and having empathy for others are all made possible by having a high emotional intelligence. Our home and work environments are impacted by the way we react to one another and ourselves. Living in this world involves interacting with a wide variety of people and embracing change and unexpected experiences on a daily basis. The secret to handling life's challenges well is emotional intelligence. It's also essential to have compassion and comprehend the underlying motivations of other people's behavior.

Being emotionally intelligent is particularly crucial when handling high-stress circumstances like conflict, change, and obstacles. It's important to remember to be kind during these times, and being aware of our feelings can support us in doing so.

Having emotional intelligence makes life easier to handle and more productive. Students compete fiercely to achieve academic excellence in today's world. Students struggle to manage their emotions as they deal with a variety of issues in the classroom. The ability to manage one's emotional intelligence is the most important factor in a student's academic success. The essential component of this understanding is emotional

intelligence, which includes traits like self-assurance, cooperation, relatedness, intentionality, curiosity, self-control, and communication skills. All of these characteristics are parts of emotional intelligence. Research has demonstrated that emotional intelligence outperforms conventional measures such as IQ, GPA, and test scores in predicting future success. As a result, businesses, academic institutions, and educational institutions across the country have a keen interest in emotional intelligence.

There are advantages for secondary schools that implement structured emotional intelligence programs. Pupils who take part in emotional intelligence education programs behave less violently against peers and adults. Gaining emotional intelligence also enhances the learning environment in the classroom, which facilitates instruction for both teachers and students. This facilitates effective communication between the teachers and the students during their academic journey. It is possible to clearly identify a student's strengths and abilities, which can create a favorable environment for their learning system. In order to improve relationships among students, raise emotional self-awareness, develop better interpersonal skills, comprehend a variety of emotions, and be able to express one's own, it is necessary and crucial to conduct research on secondary school students' emotional intelligence.

Objectives of the Study

1. To find out the emotional intelligence of higher secondary school students in Aizawl City.
2. To find out the emotional intelligence of arts higher secondary school students in Aizawl District.
3. To find out the emotional intelligence of science higher secondary school students in Aizawl District.
4. To compare the emotional intelligence of higher secondary school students in Aizawl District with reference to their gender.
5. To compare the emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study.

Hypotheses of the Study

1. There is no significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their gender.
2. There is no significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study.

Methodology

Research Approach: Descriptive survey approach was followed for the present study.

Population and Sample: The population of the present study includes all the students from higher secondary schools in Aizawl District.

The sample of the study comprised of 200 higher secondary school in Aizawl District, out of which 92 were male and 108 were female. In the present study, a random sampling technique was applied, so data was collected among 200 students of higher secondary school in Aizawl District. The sample consisted of 91 males and 108 females.

Tool Used: For the present study, the investigator used the emotional intelligence scale (EIS) developed by Anukool Hyde, Sanjyot, and UpinderDhar.

Data Analysis: Data were analyzed both quantitatively and qualitatively. Statistical techniques like percentage, mean, standard deviation etc. were used for data analysis. Further, t test was used for the purpose of comparison.

Results and Findings:

Objective-wise analysis of data and findings are presented below

1. Emotional Intelligence of Higher Secondary School Students in Aizawl District

Table No. 1 shows analysis of emotional intelligence of higher secondary school students in Aizawl District followed by interpretation.

Table No. 1

Emotional Intelligence of Higher Secondary School Students in Aizawl District

Level of Emotional Intelligence	Number (200)	Percentage
High	15	7.50%
Normal	109	54.50%
Low	76	38%

The above table shows that majority i.e., 109 (54.5%) of higher secondary school students in Aizawl District have normal level of emotional intelligence while 76 (38%) of them have low level of emotional intelligence and there are 15 (7.5%) students with high level of emotional intelligence. Thus, it can be concluded that majority of higher secondary school students in Aizawl District have normal level of emotional intelligence.

1. Emotional Intelligence of Arts Higher Secondary School Students in Aizawl District

Table No. 2 shows analysis of emotional intelligence of arts higher secondary school students in Aizawl District followed by interpretation.

Table No. 2

Emotional Intelligence of Arts Higher Secondary School Students in Aizawl District

Level of Emotional Intelligence	Number (100)	Percentage
High	5	5%
Normal	48	48%
low	47	47%

The above table shows that among arts higher secondary school students in Aizawl District majority i.e., 48 (48%) have normal level of emotional intelligence while a considerable number i.e., 47 (47%) have low level of emotional intelligence and there are 5 (5%) students with high level of emotional intelligence. It can be interpreted that majority of arts higher secondary school students in Aizawl District have normal level of emotional intelligence while a considerable number of them have low level of emotional intelligence.

2. Emotional Intelligence of Science Higher Secondary School Students in Aizawl District

Table No. 3 shows analysis of emotional intelligence of science higher secondary school students in Aizawl District followed by interpretation.

Table No. 3

Emotional Intelligence of Science Higher Secondary School Students in Aizawl District

Level of emotional intelligence	Number (100)	Percentage
High	10	10%
Normal	61	61%
low	29	29%

Looking at the above table, it can be seen that among science higher secondary school students in Aizawl District majority i.e., 61 (61%) have normal level of emotional intelligence while 29 (29%) have low level of emotional intelligence and there are 10

(10%) students with high level of emotional intelligence. Thus, it can be interpreted that majority of science higher secondary school students in Aizawl District have normal level of emotional intelligence.

3. Comparison of Emotional Intelligence of Higher Secondary School Students in Aizawl District with Reference to their Gender

Table No. 4 shows the comparative analysis of emotional intelligence of higher secondary school students in Aizawl District with reference to their gender.

Table No. 4

Comparison of Emotional Intelligence of Higher Secondary School Students in Aizawl District with Reference to their Gender

Group	N	M	SD	t value	Sig. Level
Male	91	118.61	12.97	4.63	0.01
Female	108	127.7	14.8		

(NS=Not Significant)

Table No. 4 shows that the t value relating to the emotional intelligence of higher secondary school students in Aizawl District with reference to their gender is significant at .01 level. Therefore, the hypothesis - “*There is no significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their gender*” is rejected. It implies that there is significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their gender and female students have higher emotional intelligence than male students as the mean score of female higher secondary school students is higher than that of male students.

4. Comparison of Emotional Intelligence of Higher Secondary School Students in Aizawl District with Reference to their Stream of Study

Table No. 4 shows the comparative analysis of emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study.

Table No. 5

Comparison of Emotional Intelligence of Higher Secondary School Students in Aizawl District with Reference to their Stream of Study

Group	N	M	SD	t value	Sig. Level
Arts	100	120.14	10.57	8.01	0.01
Science	100	124.39	11.78		

(NS=Not Significant)

Table No. 4 shows that the t value relating to the emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study is significant at .01 level. Therefore, the hypothesis - “*There is no significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study*” is rejected. It implies that there is significant difference in the emotional intelligence of higher secondary school students in Aizawl District with reference to their stream of study and science students have higher emotional intelligence than arts students as the mean score of science higher secondary school students is higher than that of arts students.

Conclusions:

The present study is an attempt to find out the emotional intelligence of students in higher secondary schools in Aizawl District. The findings show that the majority of all the respondents have normal attitudes towards emotional intelligence. The result also shows that there is a significant difference in the emotional intelligence of higher secondary school students in Aizawl District regarding their stream of study and science students have higher emotional intelligence than arts students.

The teacher needs to have more awareness of how to deal with low emotional intelligence as the findings reveal that 38% of the respondents have low emotional intelligence. Both the teachers and parents need to focus on improving the emotional intelligence of the students by listening to them, engaging in activity, modelling appropriate behaviour etc. Developing a healthy relationship between teachers and students, between parents and children and teaching children resilience can be important factor in improving their emotional intelligence.

More science students have a higher percentage of high emotional intelligence so it can be discussed that higher achievement can be related to high emotional

intelligence. Many schools offering science streams have high cutoffs, which require a high percentage to get admission in the science stream.

References

- Afzal, M. T., & Afzal, M. T. (2016). Relationship of family structure and emotional intelligence of secondary school students in Islamabad. *American Journal of Educational Research*, 4(9), 685–688. <https://doi.org/10.12691/education-4-9-7>
- Sánchez Álvarez, N., Martos, M. P. B., & Extremera, N. (2020). A Meta-Analysis of the Relationship between emotional intelligence and academic performance in Secondary Education: A Multi-Stream comparison. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01517>
- Bahat, B., & Ovsenik, M. (2020). Emotional intelligence in secondary school students. *Revija Za Univerzalno Odličnost*. <https://doi.org/10.37886/ruo.2020.018>
- Bunyaan, S. A., Tan, S. I., & Loo, Y. M. (2015). Emotional intelligence and academic achievement: a study among students of a private university in Malaysia. In *Springer eBooks* (pp. 55–66). https://doi.org/10.1007/978-981-287-399-6_5
- Bunyaan, S. A., Tan, S. I., & Loo, Y. M. (2015e). Emotional intelligence and academic achievement: a study among students of a private university in Malaysia. In *Springer eBooks* (pp. 55–66). https://doi.org/10.1007/978-981-287-399-6_5
- Desser, D. (2022). *A companion to Japanese cinema*. John Wiley & Sons.
- BSc, E. H. (2023, April 7). *The importance of emotional intelligence (Incl. quotes)*. PositivePsychology.com. <http://positivepsychology.com/importance-of-emotional-intelligence>.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/dugg-p24e-52wk-6cdg>
- Román-Mata, S. S., Puertas-Molero, P., Ubago-Jiménez, J. L., & González-Valero, G. (2020b). Benefits of Physical Activity and Its Associations with Resilience, Emotional Intelligence, and Psychological Distress in University Students from Southern Spain. *International Journal of Environmental Research and Public Health*, 17(12), 4474. <https://doi.org/10.3390/ijerph17124474>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' social and Emotional Learning: A Meta Analysis of School Based Universal Interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

- The relationship between academic success and emotional intelligence, Psychological Empowerment, resilience, Spiritual Well-Being in Nursing students. (2019). *Journal of Health, Medicine and Nursing*. <https://doi.org/10.7176/jhmn/62-10>
- Kant, R. (2019). Emotional intelligence: A study on university students. *Journal of Education and Learning*, 13(4), 441–446. <https://doi.org/10.11591/edulearn.v13i4.13592>
- Kumar, M. (2020). A study on the emotional intelligence of higher secondary school students. *Shanlax International Journal of Education*, 8(3), 114–119. <https://doi.org/10.34293/education.v8i3.2395>
- Meshkat, M., & Nejati, R. (2017). Does emotional intelligence depend on gender? A study on undergraduate English majors of three Iranian universities. *SAGE Open*, 7(3), 215824401772579. <https://doi.org/10.1177/2158244017725796>
- Navas, J. M. M., Bozal, R. G., Lopes, P. N., Salovey, P., & Gil Olarte, P. (2006). Emotional intelligence and social and academic adaptation to school. *PubMed*, 18 Suppl, 112–117. <https://pubmed.ncbi.nlm.nih.gov/17295967>
- Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence*, 21(1), 225–241. <https://doi.org/10.1111/j.1532-7795.2010.00725.x>
- Goleman, D. (2023, August 10). *What makes a leader?* Harvard Business Review. <https://hbr.org/2004/01/what-makes-a-leader>
- Sünbül, A. M., & Aslan, Y. (2007). The Relationship between Emotional Intelligence and Achievement among 1st and 4th Grade Faculty Students [Dataset]. In *PsycEXTRA Dataset*. <https://doi.org/10.1037/e739422011-050>
- Tehlan, I. B., & Dalal, M. (2018). A study of relationship between emotional intelligence and academic achievement of secondary school students. *International Journal of Advanced Research in Management and Social Sciences*, 7(3), 14–28. <https://www.indianjournals.com/ijor.aspx?target=ijor:ijarmss&volume=7&issue=3&article=002>
- Tiwari, P., Naik, P. R., Nirgude, A. S., & Datta, A. (2020). Effectiveness of life skills health education program: A quasi-experimental study among school students of South India. *Journal of Education and Health Promotion*, 9(1), 336. https://doi.org/10.4103/jehp.jehp_564_20
- Rana, S., Singh, A. K., Singhania, S., Verma, S., & Haque, M. M. (2021). Revisiting the Factors Influencing Teaching Choice Framework: Exploring What Fits with Virtual Teaching. *Global Business Review*, 097215092110153. <https://doi.org/10.1177/09721509211015369>