

Available online at <http://www.ijims.com>

ISSN - (Print): 2519 – 7908 ; ISSN - (Electronic): 2348 – 0343

IF:4.335; Index Copernicus (IC) Value: 60.59; UGC Recognized -UGC Journal No.: 47192

## **Emotional intelligence among higher secondary students in Cuddalore district**

Mercy Thejas, R. Diane Joseph\*, C. Seenivasan, P. Malathi

National College of Education, Tamilnadu, India

Corresponding Author: R. Diane Joseph

### **Abstract**

This paper presents a study done on emotional intelligence among students of higher secondary in Cuddalore district of India.

**Keywords:** emotional intelligence, Cuddalore

### **Introduction**

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990). Emotional Intelligence (EI) is defined as a set of competencies demonstrating the ability one has to recognize his or her behaviors, moods, and impulses, and to manage them best according to the situation. It is the ability to see one's own emotions, understand what they are telling you, and realize how your emotions affect people around you. It is also your perception of others; understanding how they feel and gives you the power to manage relationships more effectively.

### **Objectives of the study**

The investigator of the present study framed the following objectives:

1. To find out the level of emotional intelligence of higher secondary students in Cuddalore district.
2. To find the variation in the emotional intelligence of higher secondary students due to personal and demographic variables

**Sample :** The present study consists of 250 XI standard students studying in higher secondary schools in Cuddalore District of Tamil Nadu. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

**Tools used :** The investigator of the present study selected and used the Emotional Intelligence Assessment Scale constructed and standardized by Srinivasan (2007) for data collection.

### **Procedure**

In the present study, the investigator applied normative survey as a method. The normative survey method studies, describes and interprets what exists at present.

### **Discussion**

The data collected was computed using SPSS package and were tested based on the objectives of the study to draw meaningful conclusions. From the table, it is inferred that higher secondary school students are having average level of emotional intelligence ranging from 80.65 to 86.53. From table, it is inferred that male and female students do not differ significantly in their Emotional intelligence ( $t = 0.99$ ) in their mean statistically at 0.05 level of significance. From table, it is inferred that rural and urban area students do not differ significantly in their Emotional intelligence ( $t = 0.08$ ) in their mean statistically at 0.05 level of significance. From table, it is inferred that Government and private school students do not differ significantly in their Emotional intelligence ( $t = 0.97$ ) in their statistically at 0.05 level of significance. From table, it is inferred that Private and aided school students do not differ significantly in their Emotional intelligence ( $t = 1.69$ ) in their statistically at 0.05 level of significance. From table, it is inferred that Government and aided school students do not differ significantly in their Emotional intelligence ( $t = 0.96$ ) in their statistically at 0.05 level of significance. From table, it is inferred that science and arts students do not differ significantly in their Emotional intelligence ( $t = 0.88$ ) in their statistically at

0.05 level of significance. From table, it is inferred that science and vocational students differ significantly in their Emotional intelligence ( $t=2.57$ ) in their statistically at 0.05 level of significance. From table, it is inferred that arts and vocational students do not differ significantly in their Emotional intelligence ( $t=1.36$ ) in their statistically at 0.05 level of significance.

**Table showing the mean, S.D, t-value & level of significance of government and aided school students in the emotional intelligence**

S.No.	Variable	Sample	N	Mean	S.D	t-Value	Level of Significance
1	Gender	Male	124	86.10	9.88	0.99	Not Significant
		Female	126	84.88	9.36		
2	Locality	Rural	173	85.52	9.63	0.08	Not Significant
		Urban	77	85.41	9.69		
3	Management	Government	106	85.25	9.70	0.97	Not Significant
		Private	42	83.54	9.67		
		Aided	102	86.53	9.49	0.96	Not Significant
		Government	106	85.25	9.70		
		Private	42	83.54	9.67	1.69	Not Significant
		Aided	102	86.53	9.49		
4	Subject	Science	204	86.21	9.49	0.88	Not Significant
		Arts	20	84.45	8.35		
		Vocational	26	80.65	10.46	2.57	Significant
		Science	204	86.21	9.49		
		Arts	20	84.45	8.35	1.36	Not Significant
		Vocational	26	80.65	10.46		
5	Entire sample		250	85.49	9.63		

### Results and Conclusion

The present study gives a clear-cut view about the emotional intelligence of higher secondary in Cuddalore district are having average level. The sub samples of gender, locality and type of management do not differ significantly in the emotional intelligence scores. The sub samples of subject differ significantly in the emotional intelligence scores.

### Recommendations of the study

The present study gives a clear-cut view about the emotional intelligence of higher secondary students. Based on the important findings stated earlier the following recommendations were made.

1. Higher secondary students in Cuddalore district are having average level of emotional intelligence.
2. The sub samples of gender, locality and type of management do not differ significantly in the emotional intelligence scores.
3. The sub samples of subject differ significantly in the emotional intelligence scores.

In addition to the above recommendations the concerned school authorities should provide proper guidance and take care of the students for their improvement.

### References

- Abraham, R. (1999). Emotional Intelligence in organizations: a conceptualization. Genetic Social & General Psychology Monographs, 125(2), 209-224.
- Aggarwal, Y.P. (2007). The Science of Education Research; Kurukshetra: Nirmal Book Agency.
- Guthrie, J. T., & Humenick, N. M. (2004). Motivating students to read: evidence for classroom practices that increase reading motivation and achievement. In P. McCardle & V. Chhabra (Eds.). The voice of evidence in reading research (pp. 329–354). Baltimore: Brookes Publishing.
- Hawis, G.R. and L.S. Hawes (1982). The Concise Dictionary of Education. New York: Van Nor Strand Rein Hold Company.
- Piaget, J. (1972). The psychology of intelligence, Totowa, NJ: Littlefield.
- Umadevi, M.R. (2009). Relationship between emotional intelligence, achievement motivation and academic achievement, Edutracks. Vol. 8. No. 12, Nilkamal Publications, Hyderabad, p. 31-35.
- Usha, P. and Rekha (2009). Emotional competence and mental health as predictors of academic achievement, Edutracks. Vol. 8. No. 10, Nilkamal Publications, Hyderabad, p.25-29.