

## A STUDY OF EMOTIONAL INTELLIGENCE OF SENIOR SECONDARY SCHOOL STUDENTS AFTER PANDEMIC

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### *Abstract*

*We live in a world that is changing rapidly than ever before and facing some unparalleled challenges. In the current competitive situation, students are expected to perform numerous roles with performance and the prospects are high now a day after pandemic. It is highly needed to recognize their right positions and intelligence towards the unseen complications of life and quality education. The new Education Policy emphasizes improving the quality of Education that can be created by making the students emotionally intellectual. This study is an attempt to study the emotional intelligence of Senior Secondary school students after pandemics. A random sampling method was used. The sample consisted of 288 senior secondary school students from 6 schools. The emotional Intelligence scale was developed and standardized by Reuven baron and self-developed questionnaire was used for data collection. The findings reflect that students were independent in terms of gender, subject, locality of the school, type of family, father's occupation and family earnings. The Level of senior secondary school students' emotional intelligence was ordinary in nature. The female students are better than the male students on their emotional intelligence. The female students were found more emotionally calm than male students after pandemic.*

**Keywords:** *-Emotional Intelligence, Senior Secondary School Students, Development Adolescent Emotion.*

### ***Introduction***

Emotional intelligence is a focal area in psychology and a key factor in the academic life of students. It deals with different behavior through self-awareness and self-motivation, controls emotional and social skills, and converts it into positive energy. Emotional intelligence (EI) is the ability to understand and monitor one's own feelings in positive trails in a test situation and to get the problem under control. In the life of every day, Emotional intelligence works different parts of the correspondence and communication. Emotional Intelligence is a conventional social aptitude that involves the ability to monitor one's own and other's feelings and sensations to separate among them and to use the information to guide one's own thinking and operations. Emotions and learning happen in the brain. Learning means getting knowledge or skills. Learning requires thinking. Our thoughts influence how we feel and how we think. The links between emotion and learning are reversing and complicated. Sensations are the transmit stations between sensory input and thinking. When the input

is reproduced positively, we are motivated to act and accomplish a goal. When the input is assessed negatively, we do not act and do not learn. Contradictory emotions can be the cause or the effect of barriers with teaching. Learning is as much a function of a person's sensitive reaction of an educational environment as it is to the instructional method or classroom. While Intelligence Quotient (IQ) has long been used as an interpreter of a student's success, as the world entered the 21st century. Research shows that Emotional intelligence is a better forecaster of "success" than the more conventional measures of cognitive intelligence. Emotional intelligence is one of the factors that is influential in situations that call upon students to adjust happily from one environment to another. Emotional intelligence skills are vital to human performance and the management of successful learning organizations. In this way, each of us must develop the skills of the keen knowledge needed to make it easier to understand, and seek advice from other people, especially in the context of the gradual advancement of the economy around the world.

### **Operational Definitions**

**Emotional Intelligence:** - Emotional Intelligence (EI) indicates a set of experiences, involving self-awareness, mood management, self-motivation, compassion, kindness and managing relationships.

**Senior Secondary Students:** - By this, the investigator means that the students are studying in 11th and 12th standard.

### **Objectives of the Study**

The following are the objectives of this study: -

- To identify the level of emotional intelligence of senior secondary school students
- To find out the difference between the emotional intelligence of males and females senior secondary school students.
- To find out the difference between the emotional intelligence of arts and science senior secondary school students.
- To find out the difference between the emotional intelligence of rural and urban senior secondary school students.
- To find out the difference between the emotional intelligence of the nuclear family and the joint family of senior secondary school students.
- To find out the difference between the emotional intelligence of father's occupation and family monthly income of senior secondary school students.

### **Hypotheses of the Study**

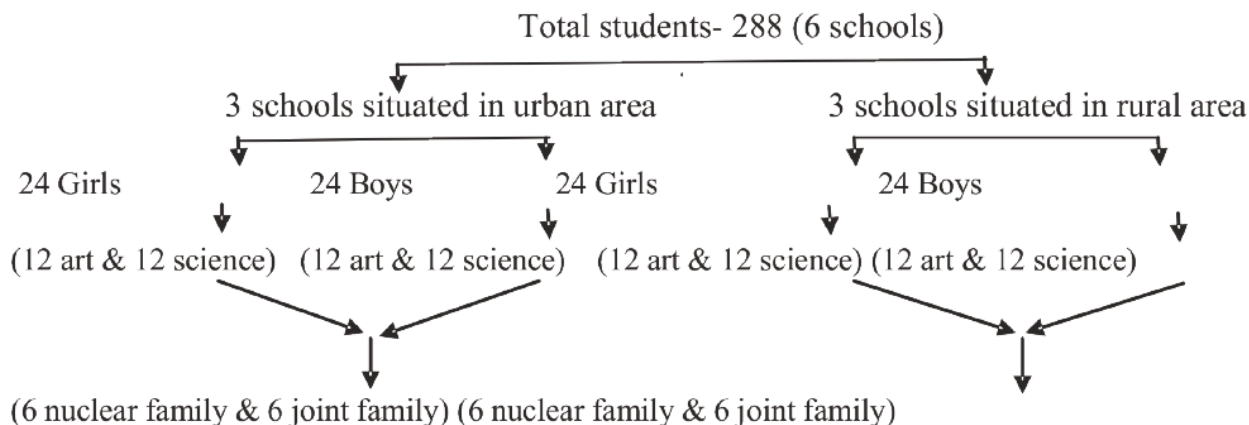
H1 The senior secondary school students have low emotional intelligence.

H2 There is no significant difference between male and female senior secondary school students on their emotional intelligence.

- H3 There is no significant difference between arts and science senior secondary school students on their emotional intelligence.
- H4 There is no significant difference between rural and urban senior secondary school students on their emotional intelligence.
- H5 There is no significant difference in senior secondary school students from nuclear and joint family on their emotional intelligence.
- H6 There is no significant difference in senior secondary school students of different father's occupations and family monthly income on their emotional intelligence.

## Methodology

In this study, the normative method was used to describe and interpret what exists at present. The normative method is useful when a researcher wants to collect data on phenomena that cannot be collected data on observed. The study focuses on a survey collected through a scale. Moreover, the study is based on the cross-sectional survey intended to gather information on a population at a single point in time. The tool is an instrument which is used to collect data. In this study, the tools, namely, Emotional Intelligence Quotient tool developed by Dr. Reuven baron was used. It consists of 15 questions with five options as substitutes. How people 'feel' about the various situations was tested. This test is free from color, race, and language bias. Investigator conducted this tool with senior secondary school students in Delhi. The population for the study was the eleventh-class students of Delhi. The data were collected from 288 senior secondary school students from six senior secondary schools, 48 students from each school, selected by using purposive random technique. Out of 48 students, 24 were girls and 24 were boys, 12 from art background and 12 from science background. 6 students from nuclear family and 6 from joint family.



**Statistical Techniques Used:** -In the present study following, statistical techniques were used.

- Descriptive Analysis (Mean, Standard deviation)
- Differential Analysis (t - Values).

## Data Analysis

**H1:** The senior secondary school students have low emotional intelligence

From table-1, the mean and standard deviation of the entire group are 62.1567 and 8.13, respectively. Hence it is concluded that the senior secondary school student's emotional intelligence is average in nature.

Sample	N	Mean (M)	Standard Deviation (SD)
Entire	288	62.1567	8.13713

Table-1 Senior Secondary School student's emotional intelligence

**H2:** There is no significant difference between male and female senior secondary school students on their emotional intelligence

Gender	N	Mean	S.D.	S.E. D	"t value"	Significance at 0.05 value
Male	144	61.8879	88.3352	.59184	-0.1454	Not Significant at the 0.05 level
Female	144	62.3261	80.2810			

Table-2 Emotional Intelligence of male and female senior secondary school students

From table-2, the "t" value is calculated as -0.454, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference between male and female senior secondary students on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that the female students are better than the male students on their emotional intelligence.

**H3:** There is no significant difference between arts and science senior secondary school students on their emotional intelligence.

Subject	N	Mean	S.D	S.E.D	"t-value"	Significance at 0.05 value
Art	144	61.67	8.48	.93108	-.656	Not Significant at the 0.05 level
Science	144	62.36	8.04	.93108		

Table 3: Level of Emotional Intelligence of Arts and Science senior Secondary School Students

From table-3, the "t" value is calculated as -.656, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference between Arts and Science senior secondary school students on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that science students are slightly better than art students on their emotional intelligence.

**H4:** There is no significant difference between rural and urban senior secondary school students on their emotional intelligence.

Type of Area	N	Mean	S.D	S.E.D	t-value	Significance at 0.05 value
Rural	144	62.0992	8.38789	.76254	-0.25	Not Significant at the 0.05 level
Urban	144	62.1936	7.95087	.76254		

Table 4: Level of Emotional Intelligence of senior Secondary School Students from Rural and Urban areas schools

From table-4, the “t” value is calculated as -0.25, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference between rural and urban senior secondary school students on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that urban students are slightly better than the rural students on their emotional intelligence.

**H5:** There is no significant difference in senior secondary school students from nuclear and joint family on their emotional intelligence.

Type of Family	N	Mean	S.D	S.E.D	“t-value”	Significant at 0.05 level
Nuclear	144	61.2583	7.726	.6287	-1.934	Not Significant at the 0.05 level
Joint	144	63.06	8.46	.6287		

Table 5: Level of Emotional Intelligence of senior Secondary School Students from Nuclear and Joint Family

From table-5, the 't' value is calculated -1.934, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference between senior secondary school students from nuclear and joint family on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that joint family students are better than the nuclear family students on their emotional intelligence.

**H6:** There is no significant difference in senior secondary school students of different father's occupations and family monthly income on their emotional intelligence.

Father's Occupation	N	Mean	S.D	S.E.D	“t-value”	Significant at 0.5 level
Government	138	61.8058	8.229	.69801	-0.694	Not Significant at the 0.05 level
Private	150	62.4658	8.095	.69801		

Table 6: Level of Emotional Intelligence of Different Father's occupations of senior Secondary School Students

From table-6, the 't' value is calculated -0.694, which is less than the table value 1.96 at the 0.05 level. Hence there is no significant difference between senior secondary school students based on father's occupations on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that the students whose fathers' occupation was related to the private sector are slightly better than the students whose father's occupation was related to government sector on their emotional intelligence.

Income	N	Mean	S.D	S.E.D	“t-value”	Significant at 0.5 level
Below 20000	122	63.006	7.1643	0.6302	1.701	Not Significant at the 0.05 level
Above 20000	166	61.414	8.5097	0.6302		

Table 7: Level of Emotional Intelligence of Family Monthly Income of senior Secondary School Students family

From table-7, the “t” value is calculated as 1.701, which is lower than the table value of 1.96 at the 0.05 level. Hence there is no significant difference in senior secondary school student's family monthly income on their emotional intelligence. Therefore, the null hypothesis is accepted. It is inferred that the students whose family income was below 20000/- are better than the students whose family income was above 20000/- on their emotional intelligence.

## **Main Findings of the Study**

The following are the main findings of the study.

- It was found that senior secondary school students' emotional intelligence is average in nature.
- It was found that the female students are better than the male students on their emotional intelligence.
- It was found that there is no significant difference between Arts and Science senior secondary school students in their emotional intelligence. Science students are slightly better than art students with their emotional intelligence.
- It was found that there is no significant difference in senior secondary school students studying from rural and urban areas on their emotional intelligence. Urban areas students are slightly better than the rural areas students on their emotional intelligence.
- It was found that there is no significant difference between senior secondary school students from nuclear and joint family on their emotional intelligence. Joint family students are better than the nuclear family students on their emotional intelligence.
- It was found that there is no significant difference between senior secondary school students of different father's occupations and family monthly income on their emotional intelligence. The students whose father's occupation was related to the private sector are slightly better than the students whose father's occupation was related to the government sector on their emotional intelligence and the students whose family income was below 20000/- are better than the students whose family income was above 20000/- on their emotional intelligence.

## **Educational Implications of the study**

Hence, it is suggested that there is a need to conduct training programs for teachers and students as well for strengthening the students emotionally and teachers can play an important role for the same. Teacher training institutes may think over implementing emotional Intelligence to enhance their competency among teacher trainees so that they can handle their student's emotional intelligence wisely during his/her job. The NEP 2020 emphasis on the emotional well-being of students and teachers. The educational policy may continue the same since it has produced an equal amount of educational adjustment and emotionally strong individuals.

## **Conclusion**

An emotion is a physiological response to a situation that is too important to leave to the intellect alone, such as danger, painful loss, persisting toward a goal despite frustrations, bonding with a mate, building a healthy family relation. To ensure emotional development, the concept of emotional intelligence should be included in the school curriculum. In this arena of competition, the level of achievement has become the main factor for progress in the personal, educational, and social life of an individual. By learning to use the emotional part of students' brains as well as the rational, students not only expand their range of choices when it comes to responding to a new event, they will also use emotional memory into their decision-making, self-motivation, self-awareness and social skills. This

will help to prevent students from continually repeating earlier mistakes. As teachers are considered as the second parent of the students, the teachers play a vital role in shaping the behavior of their students and future citizens. The educational institution could give a thought of including Yoga and Meditation in their curriculum for improving emotional intelligence and employing teachers/ faculty members with a high level of emotional intelligence, which plays an important role in inculcating and developing emotional skills among the students and making them emotionally strong individuals. The modern concept of emotional intelligence is a youthful one. Much work has yet to be done to discover exactly what emotional intelligence encompasses and how it would be most effectively applied.

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