

**A STUDY ON EMOTIONAL INTELLIGENCE AMONG THE  
SCHOOL STUDENTS WITH RESPECT TO SMT. NDJA  
VIVEKANANDA VIDYALAYA SENIOR SECONDARY SCHOOL,  
CHENNAI.**

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## **ABSTRACT**

*The study is conducted to obtain data on Emotional intelligence among the school students. The study is conducted in Smt. NDJA Vivekananda Vidyalaya Senior secondary School. A sample size of 50 was selected using the convenience sampling procedure. The sample includes Higher secondary schooling levels of population since they are the ones who give their views on emotional intelligence not from the primary level and middle schooling level, their response determines the reliability of survey. Survey method is used for collecting data with the help of questionnaire. The responses from the respondents were collected and analyzed using the SPSS tool package. The result showed majority of the respondents' emotional intelligence was in moderate level, various statistical tests were incorporated: correlation test, cross tabulation test, chi-square test and independent samples test.*

## **INTRODUCTION**

History speaking, the term emotional intelligence was introduced in 1990 by two American Professors: Dr. John Mayer and Professor Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences in people's ability in the areas of emotions. But the credit for popularizing the concept of Emotional intelligence goes to another American psychologist Daniel Goleman in 1995. They defined emotional intelligence in terms of being able to monitor and regulate one's own feelings and others

feelings, and to use feelings to guide thought and action. Emotional intelligence may be defined as the capacity to reason with emotion in four aspects: to perceive emotion, to integrate it in thought, to understand it and to manage it.

Emotional intelligence quotient, or EQ, is the new term which is being used more and more in the human resources departments and it is also making its journey towards the executive board rooms. This article will give essential information on what EQ is how it is different from personality, and how it has proven to impact the rural and urban students in their academic performance. Emotional Intelligence (EQ) is the emerging concept. There is a controversial question arising from many researchers whether the EI can be learned and taught and whether this EI will help the students' to succeed in school and in life. EI is the concept which is very practical in nature and seems to be very essential for the development of the human life. The researchers still believe in the philosophy that intelligence and success are proportional to one another but now they are not viewed in the same way. The present day focus the success of the student not only on their reasoning capacities as well on the self-awareness, emotions, and interpersonal skills.

Emotional intelligence has now become the point of general interest for public, practitioners and researchers in the school, schools and universities. It's believed that emotional and social competences are as vital as traditional dimensions of intellectual ability and personality. A person's emotional intelligence helps much altogether spheres of life through its varied constituents or elements specifically data of one's emotion and handling relationships. Emotional intelligence is another layer of human mind that is constructive enough in exploring human intelligence by processing a scientific method. Such systematic understanding of human feeling too live human intelligence can prove much helpful in uplifting common success rate of contemporary education and its system. Thus, Emotional Intelligence basically reflects our ability to deal with success with others and with our own feelings. Curiosity of the good academics needs to study such emotional intelligence to get the meaningful echoes of human hearts. Emotional intelligence has become interesting topic of psychology and there have been done many studies on emotional intelligence. Many researchers have found individual differences in emotional

intelligence. The focus of those studies is with the study of emotional abilities as forecasters of psychological well-being, health and social functioning.

Adolescence is the time when a person acquires the ability to think further than the present, envision its implication and the future, also grasp the complexity of relationships. The experiences, knowledge and skills in both areas of physical and emotional acquired in adolescence have important implications for an individual's prospects in adulthood.

The concept of emotional intelligence gives a new strength to the individual's intelligence, which is considering a deliberate rivalry (personal performance), on the other hand the recognition intelligence is a strategic ability (long term capability). The emotional intelligence makes it able to forecast the attainment because it involves how individuals apply knowledge in a direct success. Emotional intelligence is a type of Social intelligence which is a predictor in special areas such as educational and job performances. In the other word, it has an ability to assure feelings and pleasures by one and others.

Several studies have proved that sad mood can be contributed to low level of EI. It is also found that people with high emotional intelligent have ability to mend their pessimist thing and mood state.

## **REVIEW OF LITERATURE**

**Kumar M (June 2020)** in their article,"a study on the emotional intelligence of higher secondary school students". He carried the research using random sampling method. The emotional intelligence scale developed and standardized by the Reuven baron was used for data collection. Statistical techniques like mean, percentiles, standard deviation and t-value were used to analyses the data. Analysis revealed that a) emotional intelligence was independent of gender, subject, locality of the school, type of family, father's occupation and family income. b) The level of higher secondary school students emotional intelligence was average in nature c) The female students are better than male students.

**Bahatbiljana et.al (December 2020)** in their article “emotional intelligence in secondary school students” researcher conducted analysis among secondary school students of one of the secondary schools to establish their experience of emotional intelligence. They carried the research using quantitative analysis among randomly selected secondary school students data were analyzed using spss package with relevant. Analysis revealed that students in higher year classes were more emotionally intelligence, which contributed to better communication with each other, better relationship and well-being in the classroom.

**TYAGI NISHI AND KOMAL (July 2018)** in their article “a study of emotional intelligence of adolescent students of senior secondary schools in relation to their sex and locale”. Studied about the emotional intelligence of adolescent students in relation to their gender and locality. They carried the research in quantitative style using stratified random sampling method. Analysis concluded that secondary school students those studied in schools of urban locality in Ghaziabad district of utter Pradesh have better emotional intelligence than the students of schools of rural areas but gender wise students do not differ significantly on emotional intelligence.

## **RESEARCH METHODOLOGY**

The study is conducted to obtain data on Emotional intelligence among the school students. The study is conducted in Smt NDJA Vivekananda Vidyalaya Senior secondary School. A sample size of 50 was selected using the convenience sampling procedure. The sample includes both Middle school and Higher secondary schooling levels of population since they are the ones who give their views on emotional intelligence not from the primary schooling level, there response determine the reliability of survey. Survey method is used for collecting data with the help of questionnaire. The responses from the respondents were collected and analyzed using the SPSS tool

package and also the study has been carried out based on the collection of the relevant secondary data. Secondary data collection was based on various sources such as published books, articles published in different journals & newspapers, periodicals, conference paper, working paper and websites, etc.

## **MAJOR FINDINGS**

### **Personal profile of the respondents**

1. A little more than one-fourth of the respondents (34%) are age group of fourteen.
2. Almost two-third of the respondents (72%) is male.
3. Almost one-third of the respondents (34%) are 10<sup>th</sup> standard class grade.
4. More than three-fourth (94%) of the respondents father are working.
5. More than one-third of the respondents (40%) are of moderate emotional intelligence.

### **Test of the respondents**

6. The Pearson correlation co-efficient indicated high degree of positive correlation between emotional intelligence, age, gender and class grade. This is statistically ( $p=0.00$ ). Hence null hypothesis is accepted.
7. The cross tabulation indicated high degree of positive correlation between emotional intelligence, gender and class grade. The majority of male and female (38.9% and 42.9% respectively) and the majority of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> class grade (16.7%, 35.3%, 55.6% and 58.3% respectively) of class grade have emotional intelligence moderate.

## **SUGGESTION**

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 family. 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 factor emotional memory into

their decision-making. This will help 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 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. The modern concept of emotional intelligence is, in itself, 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.

## **CONCLUSION**

Emotional Intelligence sets an ideal bar for students to learn about themselves and improve themselves morally with the proper communication and ways to manage problems. Students having a high EQ are good at managing stress and emotions; hence, they can solve problems faster and more efficiently. Teachers and parents must include EQ training in students' curriculum.

## **REFERENCES**

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