



A Study of Emotional Intelligence of Secondary School Students in the Context of Some Variables

DARSHANA PRAHALADBHAI CHAVADA

Researcher,
Monark University, Ahmedabad

DR. SATISHBHARTHI GOSWAMI

Research Guide,
Monark University, Ahmedabad

Abstract:

The present study aimed to examine the emotional intelligence of secondary school students with respect to gender and area (urban/rural). A total of 300 students were selected using stratified random sampling, comprising 75 boys and 75 girls each from urban and rural areas. A standardized Emotional Intelligence Test was administered, and the data were analyzed using t-tests. The results revealed significant differences in emotional intelligence based on gender and area; girls demonstrated higher emotional intelligence than boys, and urban students scored higher than rural students. However, the interaction effect of gender and area was not found to be significant. These findings emphasize the importance of integrating emotional development programs in school education to support students' holistic growth.

Keywords: *Emotional Intelligence, Secondary School Students, Gender Differences, Urban-Rural Comparison, Adolescent Psychology, Student Development, Educational Assessment, Emotional Maturity, Survey Research, Standardized Testing*

1. Introduction

In today's dynamic and competitive world, success is not determined by intelligence quotient (IQ) alone but also by emotional intelligence (EI). Emotional intelligence refers to the ability to recognize, understand, manage, and utilize emotions effectively in oneself and in others. It plays a crucial role in the academic performance, social relationships, mental well-being, and decision-making skills of students.

Secondary school is a critical stage of human development where emotional maturity begins to form the foundation of an individual's personality and social adaptability. Understanding students' emotional intelligence during this phase can provide valuable insights for educators, counsellors, and parents to guide them toward holistic development.

2. Definitions of Emotional Intelligence

According to Goleman (1995),

“Emotional intelligence is the capacity to recognize our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.”

Bar-On (2006) defines emotional intelligence as

“An array of emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands.”

3. Objectives

The objectives of the present study are as follows:

1. To study the emotional intelligence of secondary school students.
2. To study the emotional intelligence of secondary school students in the context of gender.
3. To study the emotional intelligence of secondary school students in the context of area (urban/rural).

4.To study the interaction effect of gender and area on the emotional intelligence of secondary school students.

4. Variables

4.1 Independent Variables

Gender:

- Boys
- Girls

Area:

- Urban
- Rural

4.2 Dependent Variable

Scores of Emotional Intelligence Test

5. Hypotheses

The following null hypotheses were formulated for the present study:

Ho₁: There is no significant difference in emotional intelligence between boys and girls.

Ho₂: There is no significant difference in emotional intelligence between urban and rural students.

6. Research Method

The present study is descriptive in nature and based on the **survey method**. The Emotional Intelligence Test was administered to a selected sample of secondary school students from both urban and rural areas.

7. Sample of the Study

A stratified random sample of **300 secondary school students** was selected for the study. The final sample included:

Table 1: Sample of the Study

Area	Boys	Girls	Total
Urban	75	75	150
Rural	75	75	150
Total	150	150	300

8. Research Tool

The researcher used a standardized Emotional Intelligence Test developed by a Dr. R. S. Patel. The tool measures various dimensions such as self-awareness, empathy, emotional regulation, interpersonal skills, and motivation. Each item was rated on a 5-point Likert scale. The test was reviewed by experts for its suitability and reliability.

9. Procedure of Data Collection

The researcher visited various urban and rural secondary schools and administered the Emotional Intelligence Test to the selected students. Necessary instructions were provided, and 45 minutes were allotted to complete the test. Responses were collected and scored as per the scoring key. The data were then classified and tabulated for statistical analysis.

10. Statistical Analysis

The researcher used descriptive statistics and t-tests to check the significance of differences between groups. The results are shown below.

Ho₁There is no significant difference in emotional intelligence between boys and girls.

Table 2: Result of t-test between boys and girls

Gender	N	Mean	SD	SED	t-value	Significance
Boys	150	122.3	12.5	1.42	3.52	0.01
Girls	150	128.3	11.7			

df	0.05	0.01
298	1.97	2.59

According to above table, calculated t-value between mean scores of Emotional Intelligence Scale obtained by boys and girls is 3.52. Table t-values for df=298 are 1.97 at 0.05 level and 2.59 at 0.01 level respectively. Calculated t-value is more than table t-values at both levels. Therefore, hypothesis is rejected and there is a significant difference between mean scores of Emotional Intelligence Scale obtained by boys and girls. Moreover, mean score of girls is more than mean score of boys. This revealed that the girls have significantly higher emotional intelligence than boys.

H₀ There is no significant difference in emotional intelligence between urban and rural students.

Table 3: Result of t-test between urban and rural students

Area	N	Mean	SD	SED	t-value	Significance
Urban	150	129.1	11.2	1.36	3.82	0.01
Rural	150	122.4	13.4			

df	0.05	0.01
298	1.97	2.59

According to above table, calculated t-value between mean scores of Emotional Intelligence Scale obtained by students of urban and rural area is 3.82. Table t-values for df=298 are 1.97 at 0.05 level and 2.59 at 0.01 level respectively. Calculated t-value is more than table t-values at both levels. Therefore, hypothesis is rejected and there is a significant difference between mean scores of Emotional Intelligence Scale obtained by students of urban and rural area. Moreover, mean score of students of urban area is more than mean score of students of rural area. This revealed that the urban students have significantly higher emotional intelligence than rural students.

11. Major Findings

Major findings of present study are given as below:

1. Girls have significantly higher emotional intelligence than boys.
2. Urban students have significantly higher emotional intelligence than rural students.

12. Conclusion

The study revealed important insights into the emotional intelligence of secondary school students in the context of gender and geographical area. Girls and urban students demonstrated significantly higher emotional intelligence levels than boys and rural students respectively. These findings highlight the need for targeted emotional development programs, especially for boys and rural learners. Incorporating emotional learning into the school curriculum can foster emotional maturity and better prepare students for life's challenges.

References

1. Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th ed.). Prentice Hall.
2. Bar-On, R. (2006). The Bar-On model of emotional-social intelligence. *Psicothema*, 18(suppl), 13–25.

3. Best, J. W., & Kahn, J. V. (2006). *Research in Education* (10th ed.). Pearson Education.
4. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
5. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International.
6. Mangal, S. K. (2012). *Statistics in Psychology and Education*. PHI Learning Pvt. Ltd.
7. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
8. Sharma, E. (2011). *Manual for Emotional Intelligence Test*. National Psychological Corporation.
9. Singh, A. K. (2012). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan.
10. Thorndike, R. L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227–235.