Original Research Paper

Education

EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, STREAM AND TYPES OF INSTITUTION

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ABSTRACT The present study was undertaken to know about the emotional intelligence of higher secondary school students on the basis of gender, stream and type of school. 200 higher secondary school students were taken randomly as the sample of study. Kumar & Narain's emotional intelligence scale was administered for data collection. Mean, percentage and t-test were employed as statistical treatments for the study. It was found in the study that emotional intelligence of higher secondary school students is impacted by gender and type of school. However, there was found no significant impact of stream on emotional intelligence of higher secondary school students.

KEYWORDS : Emotional Intelligence, gender, Stream, Type of School

INTRODUCTION
Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional intelligence was focussed but due to the birth of concept emotional intelligence, it is thought that total personality development of an individual symbolizes the integration of conventional intelligence and emotional intelligence. Emotional intelligence speaks about empathy and relationships. It matters more than general intelligence (Goleman, 1995). Emotional intelligence is what is not general intelligence? (Mir, 2019a). It is affective in nature and involves skills like interpersonal and intrapersonal skills.

Introduced by Mayer and Salovey, emotional intelligence got international recognition through Daniel Goleman's work. It is the capacity to recognise our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships (Goleman, 1998). Emotional intelligence refers to the process that includes traits like self-awareness, motivation, empathy, interpersonal and understanding of others' relations and dealings (Mir, 2019b). It is a good predictor of academic achievement, perceived stress, mental health, self-concept, creativity, adjustment of students in relation to gender and type of school (Mir, 2019a; Mir, 2017; Bhat, 2017). However, there are a good number of studies revealing that there is no difference in emotional intelligence of students with respect to gender, stream, location and type of school.

After going through intensive review literature, no study has been found focussing on emotional intelligence of higher secondary school students in relation to their gender, stream and types of institution, that too in Kashmir valley (J&K, India). This has prompted the investigator to go through this study in an in-depth way. It is hoped that the study will open new doors and will contribute something good to society.

Objectives
1. To study the emotional intelligence of higher secondary school students.
2. To compare the emotional intelligence of higher secondary school students with respect to gender.
3. To compare the emotional intelligence of higher secondary school students with respect to academic stream.
4. To compare the emotional intelligence of higher secondary school students with respect to types of institution.

Hypotheses
1. There is no significant difference between male and female higher secondary school students on emotional intelligence.
2. There is no significant difference between arts and science stream higher secondary school students on emotional intelligence.
3. There is no significant difference between government and private higher secondary school students on emotional intelligence.

Methodology and Procedure
The present study is a descriptive study and survey has been used for data collection.

Sample
A total sample of 200 higher secondary school students (100 male and 100 female) studying in both government and private higher secondary schools was selected from randomly. These students were taken from arts and science streams.

Tool
Emotional Intelligence Scale developed by Kumar and Narain (2014) was administered to collect data regarding emotional intelligence of students.

Analysis and Interpretation Table 1: Showing the Percentage Distribution of Higher Secondary School Students on various Levels of Emotional Intelligence

(N=200)

Range of Score	Levels of Emotional Intelligence	Frequency	Percentage
27 & above	High Emotional Intelligence	11	5.5
21 to 26	Average Emotional Intelligence	160	80
20 or less	Low Emotional Intelligence	29	14.5
Total	**200**	**100.0**	

The above table reveals that majority of higher secondary school students possess average emotional intelligence followed by low and high emotional intelligence. For further understanding it is shown in figure 1.
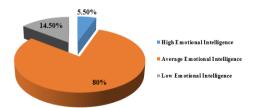
Emotional Intelligence

- High Emotional Intelligence
- Average Emotional Intelligence
- Low Emotional Intelligence

Table 2: Showing the Significance of Mean Difference between Male and Female Higher Secondary School Students on Emotional Intelligence

(N=200)

Group	Mean	SD	t-value	Level of Significance
Male	20.50	4.34	6.54	Significant at 0.01 level
Female	17.36	5.26		

Table 2 illustrates that mean of male higher secondary school students is 20.5 and of female higher secondary school students is 17.36. This way, mean differences has favoured female higher secondary school students. Additionally, t-value of 6.54 is found as significant at 0.01 level of significance. Hence, our hypothesis no. 1 which states that "There is no significant difference between male and female higher

secondary school students on emotional intelligence" has been rejected.

Table3: Showing the Significance of Mean Difference between Arts and Science Higher Secondary School Students on Emotional Intelligence

(N=200)

Group	Mean	SD	t-value	Level of Significance
Arts	19.21	4.01	1.14	Significant at 0.01 level
Science	18.66	5.59		

Table 3 shows that mean of arts higher secondary school students is 19.21 and of science higher secondary school students is 18.66. Additionally, t-value of 1.14 is not found as significant at 0.01 and 0.05 levels of significance. Hence, our hypothesis no. 2 which states that "There is no significant difference between arts and science higher secondary school students on emotional intelligence" has been accepted.

Table4: Showing the Significance of Mean Difference between Government and Private Higher Secondary School Students on Emotional Intelligence

(N=200)

Group	Mean	SD	t-value	Level of Significance
Government	16.96	5.19	6.64	Significant at 0.01 level
Private	20.10	4.41		

Table 4 depicts that mean of government higher secondary school students is 16.96 and of private higher secondary school students is 20.10. This way, mean differences has favoured private higher secondary school students. Additionally, t-value of 6.64 is found as significant at 0.01 level of significance. Hence, our hypothesis no. 3 which states that "There is no significant difference between government and private higher secondary school students on emotional intelligence" has been rejected.

MAJOR FINDINGS AND DISCUSSION

A significant difference between male and female higher secondary school students on emotional intelligence was found in the study. The results are in conformity with the findings of Nadeem & Ahmad (2016), Syed (2013). However, the findings by Mir (2019a) revealed that female secondary school students have higher emotional intelligence than male secondary school students. It was also found in the present study that government and private higher secondary school students do differ on emotional intelligence and private students have higher emotional intelligence than government students. The results are in line with the findings of Mir (2019a). It was also found that there is no significant difference between arts and science higher secondary school students on emotional intelligence. Due to previous unrest period in 2016-17, the schools remained mostly off which in turn has affected the emotional intelligence of higher secondary school students. This unrest period has affected the psychological and emotional make-up of students and most of them were found in psychological trauma and neurosis. The literature search has revealed that emotional intelligence and school climate matters the most for enhancing the academic achievement of students (Mir, 2019a; Mir, 2019b; Mir, 2019c; Bhat & Mir, 2018; Mir, 2018; Mir & Bhat, 2018; Mir & Paray, 2018; Paray & Mir, 2018; Bhat & Mir, 2017; Mir, 2017). Hence, it is recommended that government should make a policy for psycho-emotional security of students so that their emotional and affective domains will be enhanced at the optimal level.

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