Research Paper

Emotional Intelligence of Higher Secondary School Students with Respect to Their Gender and Locality in Cooch Behar District

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ABSTRACT

The present study aims to know emotional intelligence level of higher secondary school students with respect to their gender and locality in Cooch Behar district of West Bengal, India. In this study descriptive survey method was used for collecting the data. The researcher utilized a combination of convenience sampling and simple random sampling methods for selecting the sample. Through convenience sampling, eight schools were chosen, comprising four urban and four rural schools. Subsequently, simple random sampling was employed to select 160 higher secondary students, out of which 80 males and 80 females. The researcher used a single scale to collect data which was Emotional Intelligence Inventory developed by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014). To analyze the data mean (M), standard deviation (SD) and 't'-test have been used by the researcher. The study found that the majority of both male and female students have an average level of emotional intelligence. It also found that most urban and rural students have an average level of emotional intelligence. The study revealed that there was no significant difference in emotional intelligence between male and female students. Similarly, no significant difference was found between urban and rural students with respect to emotional intelligence.

Keywords: Emotional Intelligence, Higher Secondary School Students, Gender and Locality

The most important goal of education is the all-round development of the student. The phrase "all-round development" refers to the comprehensive growth of a student in various aspects such as intellectual, emotional, social, and physical development. In the past, the focus was primarily on general and traditional intelligence, but with the emergence of the concept of emotional intelligence, there is now recognition that the complete development of an individual's personality involves the integration of both conventional intelligence and emotional intelligence. Emotional intelligence (EI) refers to the ability to recognize, understand, manage, and utilize emotions effectively in one self and others. It involves several key components: self-awareness, which is the ability to recognize and understand one's own emotions; self-regulation, which involves managing and controlling one's emotional responses; motivation, which refers to using emotions to drive positive action and persevere in the face of challenges; empathy, which is the ability to recognize and understand the emotions of others; and social skills, which involve managing

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relationships and building networks effectively. **Thorndike (1920)** gives the concept of 'social intelligence' which is closer to the concept of 'emotional intelligence'. He used the term as the skill of understanding and managing other people. He classified the intellectual functioning as abstract intelligence (measures only abstract intelligence), mechanical intelligence (the ability to visualize relationship among objects and understand how the physical world works) and social intelligence (the ability to function successfully in interpersonal situations). **Goleman (1995)** defined emotional intelligence as the abilities which include zeal, self- control and persistence and the ability to motivate oneself. **Mayer et al. (2000)** explained emotional intelligence as the ability to recognize the meanings of emotions and to reason and problem solving on the basis of them, and it also involves the capacity to perceive emotion related feelings, understand the information of these emotions and also manage them. **Macbride and Maihand (2002)** viewed that emotionally intelligent people are able to make improved relationships with good communication skills and better empathetic skills, act with integrity, flexible to adjust to a situation, more confident, optimistic and with reduced stress level, have ability to work as a part of a team and also work independently and proactively at the same time. **Johnson (1996)** explained it as a complex psychological phenomenon involving an individual's state of mind and its interaction between that individual and her/ his environment.

Emotional intelligence is crucial for personal and professional success, as it allows individuals to navigate social complexities, lead and motivate others, and make informed decisions. It differs from cognitive intelligence, focusing more on emotional awareness and social dynamics rather than purely logical or analytical abilities. High emotional intelligence can lead to better mental health, improved relationships, and greater job satisfaction.

Nowadays, due to the changing educational scenario, higher secondary school students are encountering new challenges and new needs are being created in them. Emotional intelligence plays an important role in students' personal, social and academic development. Therefore, this study aims to explore the emotional intelligence levels of higher secondary school students in relation to their gender and locality.

REVIEW OF LITERATURE

Venukapalli (2023) conducted a study on the emotional intelligence and self-efficacy of pre-service teachers. This study's results reveal that there is a weak positive relationship between the emotional intelligence of pre-service trainee teachers and their self-efficacy perceptions.

Wang (2022) investigating the relationship between teacher emotional intelligence, work engagement, self-efficacy, and student academic performance. The results of the study showed that work engagement acted as a partial mediator in the relationship between emotional intelligence and student achievement. Furthermore, a moderated mediation analysis revealed that the positive impact of work engagement on student performance was stronger for teachers with high self-efficacy than for those with lower self-efficacy.

Dar and Geelan (2022) tried to examine emotional intelligence among secondary school teachers. The study's findings highlighted significant differences in overall emotional intelligence scores among the teachers, particularly in the dimensions of "self-awareness" and "social skills."

Kumar (2020) conducted a study on the emotional intelligence of higher secondary school students. The results revealed that factors such as gender, subject stream, school location, family structure, father's occupation, and family income had no impact on emotional intelligence. Overall, the students' emotional intelligence levels were found to be average, with female students displaying higher emotional intelligence than their male peers.

Fteiha and Awwad (2020) explored the link between emotional intelligence and stress coping styles in a secondary level students. The findings revealed that motivation and empathy were the top-scoring components of emotional intelligence. The majority of students demonstrated active problem-solving and emotional coping strategies. The findings also revealed a significant positive correlation between emotional intelligence and stress coping approaches.

Ajai (2019) conducted a study on the relationship between emotional intelligence and students' achievement in mathematics. The findings revealed weak correlations between these emotional intelligence domains and students' math performance, with emotional intelligence contributing to less than 1% of the variance in their results.

Dhani and Sharma (2017) has worked on relationship between emotional intelligence and personality: A study in Indian context. The study found that individuals who are empathetic and self-assured tend to exhibit higher emotional intelligence compared to introverted, pessimistic, neurotic and dominant individuals.

Ebinagbome and Nizam (2016) investigated how emotional intelligence affects students' academic performance. The results revealed a significant positive relationship between five emotional intelligence variables and academic performance. Additionally, regression analysis identified that only empathy and self-motivation significantly influenced academic performance.

Surana and Rawat (2014) conducted a study of the emotional intelligence of B.Ed teacher trainees. The findings disclosed that most B. Ed teacher trainees possess above-average emotional intelligence. Among personal factors, gender showed a significant but moderate effect on emotional intelligence, while the medium of language and education streams did not have a significant impact.

Significance of the Study
Emotional Intelligence is considered as an important determiner for success in both professional and personal aspects of life. Identifying potential differences in emotional intelligence between male and female students can help educators and policymakers as tailor interventions that address specific emotional and social needs, ensuring balanced emotional development. Insights from this research can guide curriculum development, promoting emotional intelligence enhancing activities and programs that are sensitive to gender and locality differences, thereby improving students' overall academic performance and personal growth. The findings can assist in the formulation of educational policies that emphasize the importance of emotional intelligence in the holistic development of students, particularly in regions like Cooch Behar where socio-cultural factors might play a significant role. By highlighting the emotional needs of students from various localities and genders, the research can contribute to reducing educational disparities, ensuring that all students require the emotional support to succeed academically and socially.

Delimitations
  i)   This investigation has been limited to Cooch Behar district of West Bengal state only.
  ii) The investigation is confined to the students of 11th class.
  iii) The study has been limited to a sample of 160 students.
  iv) The study is delimited government aided Bengali medium co-educational higher secondary level schools.
  v)   The scope of the study is confined to the variables of emotional intelligence, gender and locality.
  vi) The data have been collected by administering, "Emotional Intelligence Scale for Students" (2014) developed by A.K. Singh and Shruti Narain.

Objectives of the Study
  1. To measure the emotional intelligence level of higher secondary school students in terms of gender.
  2. To measure the emotional intelligence level of higher secondary school students in terms of locality.
  3. To find out the difference in emotional intelligence of higher secondary school students in terms of gender.
  4. To find out the difference in emotional intelligence of higher secondary school students in terms of locality.

Hypotheses of the Study
In light of objectives (iii) and (iv), the researcher formulated the following hypotheses:
  • **H_01:** There is no significant difference in emotional intelligence of higher secondary school students in terms of gender.
  • **H_02:** There is no significant difference in emotional intelligence of higher secondary school students in terms of locality.

RESEARCH METHODOLOGY

METHOD: For conducting the study descriptive survey method had been followed.

POPULATION:
Here, in this research work, the population has been considered by including all 11th grades students from the Cooch Behar district who are enrolled under WBCHSE (West Bengal Council of Higher Secondary Education).

SAMPLE:
To select the sample, the researcher employed a combination of convenience sampling and simple random sampling methods. Convenience sampling was utilized to choose eight schools, comprising four urban and four rural schools, while simple random sampling was applied to select 160 higher secondary students including 80 males and 80 females students from Cooch Behar district of West Bengal.

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Table-1 The description of the sample

The samples were taken from higher secondary schools located in the urban areas of Cooch Behar district.				
Sl. No.	Name of the schools	Type of Schools	No. of students taken	
			Male	Female
1	Haldibari High School (H.S).	Govt. aided	10	10
2	Kalabagan High School (H.S).	Govt. aided	10	10
3	Seva Bhaban Sikshayatan High School (H.S).	Govt. aided	10	10
4	Sree Sree Karunamayee High School (H.S).	Govt. aided	10	10

Table-2 Description of the sample

The samples were taken from higher secondary schools located in the rural areas of Cooch Behar district.				
Sl. No.	Name of the Schools	Type of Schools	No. of Students taken	
			Male	Female
1	Upon Chowki High School (H.S).	Govt. aided	10	10
2	Fulkadabri Nabin Chandra High School (H.S).	Govt. aided	10	10
3	Ichhaganj Sukur Chand High School (H.S).	Govt. aided	10	10
4	Sri Ramkrishna Boys High School (H.S).	Govt. aided	10	10

Tools of the Study

Emotional Intelligence scale (EIS) as developed by Dr. Arun Kumar Singh and Dr. Shruti Narain is used for the present study. The scale consists of four dimensions, which are understanding emotions, understanding motivation, empathy and handling relations. It is a two-point scale consisting of a total of 31 items. The scale's reliability is 0.86 based on 100 samples, and its validity is 0.93.

Scoring Procedure:

The Emotional Intelligence Scale (EIS) consists of 31 items and it measures the emotional intelligence of 12-year-olds or above through four dimensions-I. Understanding Emotions II. Understanding Motivation III. Empathy IV. Handling Relations. The manual for the test includes an answer table with scoring guidelines, and the scoring has been completed based on this table. One mark is given for a correct answer and zero mark is given for a wrong answer.

Collection of Data:

The research data was gathered by distributing the instruments to the selected students, following the guidelines outlined in the tool's manual.

Statistical Techniques

The mean (M),'t'-test and standard deviation (SD) were employed by the investigator to analyze and interpret the data that was gathered. 'T'-test was applied to determine the significant difference in the emotional intelligence between male and female higher secondary students.

ANALYSIS AND INTERPRETATION OF DATA

Analysis and Interpretation of data related to the First Objective:

To measure the emotional intelligence level of higher secondary school students in terms of gender.

Table-3 Emotional intelligence level of higher secondary school students in terms of gender

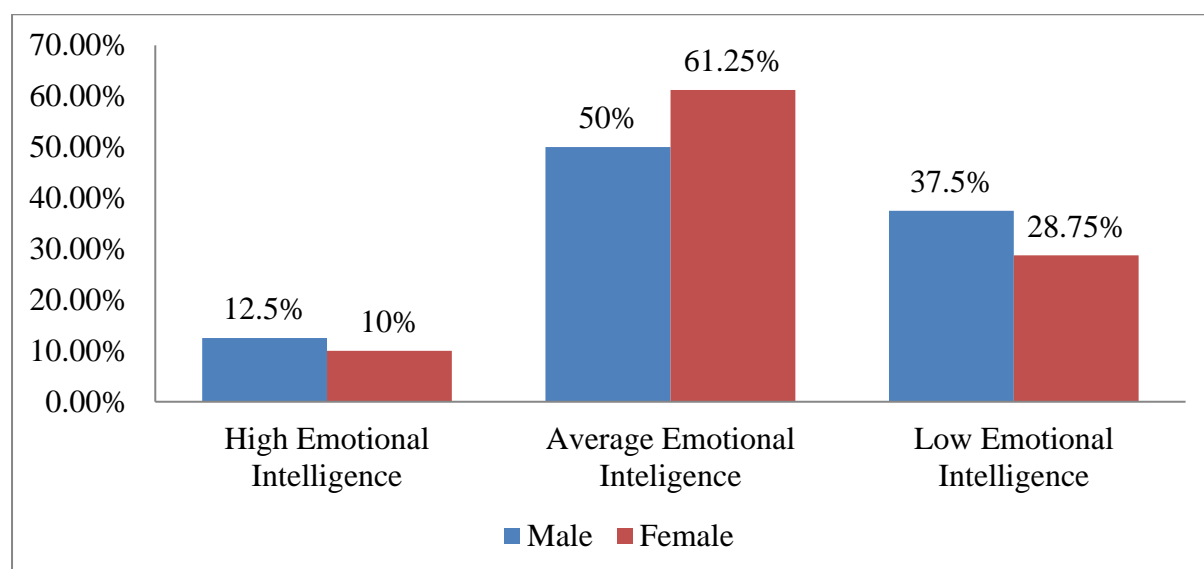| Range of Score	Level of Emotional Intelligence	Male (Percentage)	Female (Percentage)
27 & above	High Emotional Intelligence	10(12.5%)	8(10%)
21 to 26	Average Emotional Intelligence	40(50%)	49(61.25%)
20 or less	Low Emotional Intelligence	30(37.5%)	23(28.75%)
Total		**80**	**80**

Figure-1 Showing Emotional Intelligence level of Higher Secondary School Students in terms of Gender.

Interpretation: The information presented in Table 3 and Figure 1 provides a detailed overview of students' emotional intelligence levels, in terms of gender (Male and female). These emotional intelligence levels are classified into three categories, ranging from high emotional intelligence to low emotional intelligence, according to the scale's guidelines. In the high emotional intelligence, there is 10 male (12.5%) and 8 female (10%) higher secondary student. The average emotional intelligence category includes 40 male (50%) and 49 female (61.25%) students. The low emotional intelligence category consists of 30 male (37.5%) and 23 female (28.75%) students. The study shows that the majority of male and female higher secondary school students have average emotional intelligence.

Analysis and Interpretation of data related to Second Objective:

To measure the emotional intelligence level of higher secondary school students in terms of locality.

Table-4 Emotional intelligence level of higher secondary school students in terms of locality

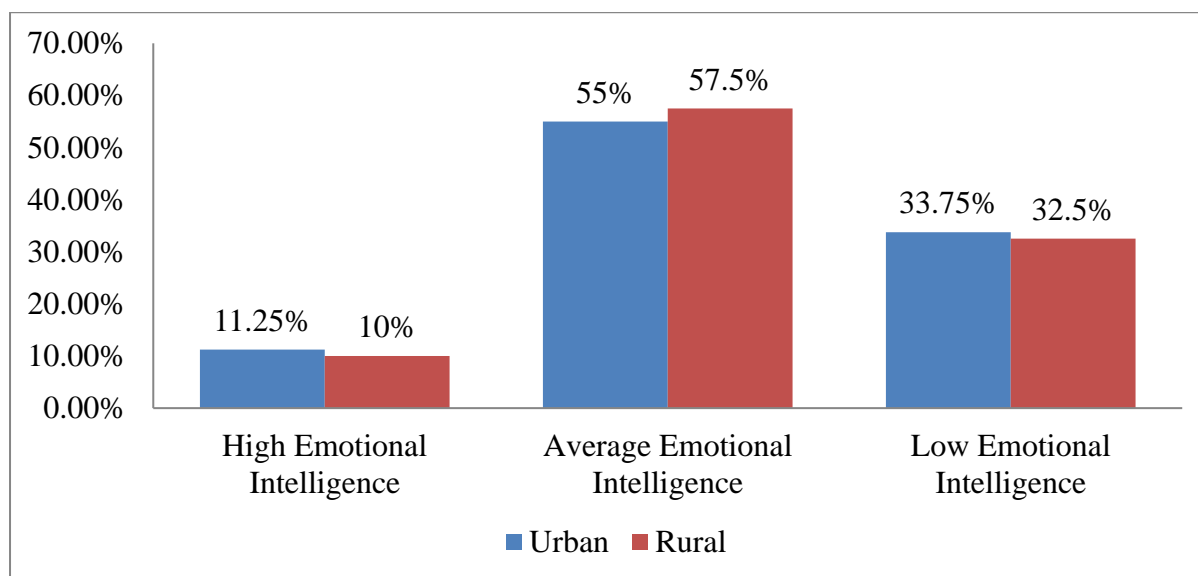| Range of Score	Level of Emotional intelligence	Urban Students (Percentage)	Rural Students (Percentage)
27 & above	High Emotional Intelligence	9(11.25%)	8(10%)
21 to 26	Average Emotional Intelligence	44(55%)	46(57.5%)
20 or less	Low Emotional Intelligence	27(33.75%)	26(32.5%)
Total		**80**	**80**

Figure-2 Showing Emotional Intelligence level of Higher Secondary School Students in terms of Locality.

Interpretation: The information presented in Table 4 and Figure 2 provides a detailed overview of students' emotional intelligence levels in terms of locality (rural and urban). These emotional intelligence levels are classified into three categories, ranging from high emotional intelligence to low emotional intelligence, according to the scale's guidelines. In the high emotional intelligence, there are 9 urban (11.25%) and 8 rural (10%) higher secondary student. The average emotional intelligence category includes 44 urban (55%) and 46 rural (57.5%) students. The low emotional intelligence category consists of 27 urban (33.75%) and 26 rural (32.5%) students. The study shows that the majority of urban and rural higher secondary school students have average emotional intelligence.

Analysis and Interpretation of data related to H_{01}
There is no significant difference in emotional intelligence of higher secondary school students in terms of gender.

Table-5 Difference in emotional intelligence of higher secondary school students in terms of gender

Gender	N	M	SD	DF	Observed 't' value	Critical 't' value	Remarks at 5% level
Male	80	21.85	3.97	158	1.12	1.98	Not significant
Female	80	21.16	3.44				

Interpretation: Table-5 shows the difference in emotional intelligence of higher secondary school students in terms of gender. The mean (M) for males is 21.85, while for females it is 21.16, with standard deviations (SD) of 3.97 and 3.44, respectively. A 't'- test was conducted to determine if there was a significant difference between the two groups. At the 0.05 significance level, the analysis shows that the critical t-value (1.98) is greater than the observed t-value (1.12), indicating that there was no significant difference in emotional intelligence between male and female students. Therefore, the null hypothesis is accepted.

Analysis and Interpretation of data related to H_{02}
There is no significant difference in emotional intelligence of higher secondary school students in terms of locality.

Table-6 Difference in emotional intelligence of higher secondary school students in terms of locality

Locality	N	M	SD	DF	Observed 't' value	Critical 't' value	Remarks at 5% level
Urban	80	22.36	3.63	158	1.10	1.98	Not significant
Rural	80	21.72	3.65				

Interpretation: Table-6 shows the difference in emotional intelligence of higher secondary school students in terms of locality. The mean (M) for urban students is 22.36, while for rural students it is 21.72, with standard deviations (SD) of 3.63 and 3.65, respectively. A 't'- test was conducted to determine if there was a significant difference between the two groups. At the 0.05 significance level, the analysis shows that the critical t-value (1.98) is greater than the observed t-value (1.10), indicating that there was no significant difference in emotional intelligence between urban and rural students. Therefore, the null hypothesis is accepted.

Findings of the Study
1. The findings of the study revealed that majority of higher secondary school students have average emotional intelligence including 40 males (50%) and 49 females (61.25%). In the high emotional intelligence, there were 10 male (12.5%) higher secondary students and 8 female (10%) higher secondary students. Similarly, in the low emotional intelligence category 30 male (37.5%) and 23 female (28.75%) students were identified.
2. The findings of the study indicated that majority of higher secondary school students have average emotional intelligence including 44 urban (55%) and 46 rural (57.5%). In the high emotional intelligence, there were 9 urban (11.25%) higher secondary students and 8 rural (10%) higher secondary students. Similarly, in the low emotional intelligence category 27 urban (33.75%) and 26 rural (32.5%) students were detected.
3. The findings of the study showed that there was no significant difference between male and female higher secondary school students in emotional intelligence.
4. The findings of the study demonstrated that there was no significant difference between urban and rural higher secondary school students in emotional intelligence.

CONCLUSION AND DISCUSSIONS

According to result of this study, it is clear that the most students fall within the average category of emotional intelligence. Notably, very few participants falling into the high emotional intelligence category. This highlights the need for focused interventions to help raise emotional intelligence levels. The research also indicates that there are no notable gender-based differences in emotional intelligence, nor are there significant variations between students from urban and rural backgrounds. It is recommended that educational institutions implement targeted interventions and support systems focusing on enhancing students' emotional intelligence skills to foster a conducive learning environment and improve overall well-being.

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Conflict of Interest
The author(s) declared no conflict of interest.