

Investigating The Level Of Emotional Intelligence Among Adolescents Of Secondary School

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ABSTRACT

The participants in this study were 85 high school seniors. An easy way to choose a sample was used. Mean, percentage, and standard deviation were used for statistical analysis. Teens attending public schools tend to have lower levels of emotional intelligence than their private school counterparts, according to the mean value result. When looking at the whole sample, there is a statistically significant difference in the emotional intelligence of male and female teenagers. The emotional intelligence of teenage girls was found to be higher on average. According to the study, emotional intelligence is defined as the ability to not only be aware of, but also to control and direct one's own emotions and those of other people. To further understand EI in teenagers, the research breaks it down into its component parts, which include things like self-awareness, self-regulation, social awareness, and relationship management. By using well-established EI assessment instruments, quantitative studies show that there are relationships between EI scores and academic accomplishments, demonstrating how EI influences the educational process. To get a better understanding of the emotional experiences of teenagers, qualitative research methods like interviews may reveal personal stories and difficulties they've encountered.

Keywords: Adolescents, Emotional intelligence, Private, Government, Secondary school.

I. INTRODUCTION

Throughout a person's life, but especially in their formative adolescent years, emotional intelligence (EI) is crucial. Understanding and evaluating the emotional intelligence of secondary school students is crucial since this is a time of fast physical, mental, and emotional development. Examining the many facets of emotional intelligence among teenagers, this study seeks to understand its relevance and influence on their relationships, success in school, and general health. According to psychologists, emotional intelligence is the capacity to not only be aware of, but also in control of, and responsive to, one's own and other people's emotions. Managing relationships, being aware of one's social environment, and self-awareness are all parts of the larger idea. When taken as a whole, these factors help people deal with intricate social dynamics and make smart choices in many areas of their lives. Adolescence is a pivotal developmental period characterized by increased emotional sensitivity and the quest for personal identity. Having high emotional intelligence is essential for teenagers at this time because it helps them deal with the stresses of peer interactions, school, and personal development. Research has shown that those with high levels of emotional intelligence tend to have better mental health, stronger relationships, and do better in school. On the other side, a lack of emotional intelligence might make it harder to handle the ups and downs of puberty, including arguments, stress, and general expectations. The experiences of teenagers with emotional intelligence may be better understood via the use of qualitative approaches like focus groups and interviews, in addition to quantitative assessments. By asking participants to elaborate on their experiences, struggles, and methods for dealing with their emotions, open-ended questions may elicit more detailed responses. In order to get a more complete picture of the emotional environment that secondary school students experience, thematic analysis of qualitative data might shed light on the subtleties of emotional intelligence. Adolescents' emotional intelligence in secondary school may be affected by a number of things. Factors such as family relationships, socioeconomic status, cultural influences, and the educational setting may all play a role. When combined with emotional intelligence tests, these considerations may assist zero in on problem areas that need fixing. Culturally sensitive programs may be implemented in schools to promote emotional intelligence, for example, if research shows that certain cultural norms influence how people express their emotions. Emotional intelligence and academic achievement

seem to go hand in hand, according to the research. More resilient when confronted with scholastic difficulties, better communicators, and problem solvers are characteristics of adolescents with high levels of emotional intelligence. Teachers may benefit their students' emotional intelligence, academic performance, and mental health by developing interventions based on what they learn about these links. Emotional intelligence research among secondary school students is important but fraught with difficulty. It is important to take into account cultural differences, the subjectivity of emotions, and the possibility of self-report bias while conducting evaluations. Nevertheless, by resolving these issues, schools may seize the chance to establish individualized treatments, emotional education programs, and support systems that cater to the unique requirements of teenagers.

II. REVIEW OF LITERATURE

B, Geetha et al., (2023) No one can deny the existence of emotions as conscious experiences, thus even while others can't see a person's sentiments, they may deduce them from their overt conduct and verbal reports of introspection. There is no such thing as a good or bad emotion. Showing emotion is simple; expressing it appropriately—in the right setting, with the right person, and to the right degree—is much more challenging. Actually, every single one of our feelings gives us unique, possibly lucrative, information on a minute-by-minute basis. The most talked-about concept, "Emotional Intelligence," originated from the need to control one's emotions. Life events shape one's emotional intelligence. People get more adept at managing their emotions, persuading others, and navigating social situations as they gain life experience. It includes knowing one's own talents, strengths, and shortcomings. Emotional intelligence is strong and transient, and there are numerous instances of its use in everyday life. In order to better understand secondary school pupils' emotional intelligence, the current research set out to do just that. Ninety pupils were chosen at random from both rural and urban high schools in the Mysuru area. Data analysis and interpretation revealed that 82 pupils had a high degree of emotional intelligence, 7 had a normal level, and 0 had a poor level.

Kaur, Jagneet et al., (2023) This research aims to examine the relationship between emotional intelligence and academic

performance among female and male secondary school pupils. The relationship between academic success and emotional intelligence is considered to be reliant on one another. In this investigation, a descriptive survey was used. In order to perform the research, a random selection of secondary school pupils was made, with an equal number of male and female students. In order to achieve this goal, we used the Emotional Inventory Scale (EIS), which was created by Drs. Arun Kumar Singh and Shruti Narain, to measure the emotional intelligence of secondary school students. We then used the total percentage at the end of the semester to evaluate their academic performance. Using SPSS's 't test' and Pearson correlation, we were able to determine whether or not emotional intelligence significantly affected secondary school students' academic performance, which was the study's stated goal. The data analysis reveals that emotional intelligence does not have a significant effect on girls' academic performance, but it does on boys'. This suggests that girls tend to be overly sensitive, while boys may be more brave and level-headed when it comes to controlling their emotions. When looking at students in secondary school, researchers found an empirical association between EQ and GPA.

Kaur, Jagneet et al., (2023) The study's overarching goal is to identify, by gender, the most important relationship between emotional intelligence and academic performance among secondary school pupils. Academic success is considered the dependent variable, whereas emotional intelligence is considered the independent variable. The current investigation made use of a descriptive survey. Secondary school students, split evenly between male and female, were randomly chosen to participate in the research. This study set out to achieve its stated goal by measuring the emotional intelligence of secondary school students using the Emotional Inventory Scale (EIS), which was created by Drs. Arun Kumar Singh and Shruti Narain. The students' overall performance in the semester was evaluated by adding up their scores. In order to accomplish the stated goal of the study, the academic performance of secondary school students was examined using SPSS's t-test and Pearson correlation, as well as the Mean and Standard Deviation for scores of various variables. It appears that girls' emotional intelligence had an effect on their academic performance, while boys' emotional intelligence had no discernible effect; this suggests that boys may be more brave and ambivalent when it comes to controlling their emotions,

while girls tend to be more sensitive. In a sample of secondary school students, researchers found that EQ was associated with better grades.

Ağirkan, Murat. (2022) The purpose of this research was to identify the variables influencing teenagers' social and emotional learning (SEL) abilities, both at the individual and institutional levels. Thirteen hundred and seventeen students from the 2020–2021 school year at 42 different high schools in Erzincan were randomly assigned to participate in the study. The students represented all three years of high school. The study's data was collected using the following instruments: Student Demographic Information Form, School Demographic Information Form, Social and Emotional Learning Scale (SELS), School Climate Questionnaire (SCQ)—High School Form, Adolescent-Parent Relationships Scale (APRS), and the HLM 6.0 package program for data analysis. At the student level, greater SEL ratings were associated with academic success, positive parent relations, engagement in scientific and athletic activities, and low absenteeism. On a more local level, SEL ratings were better for pupils at schools with school counselors, less disciplinary cases, and more favorable teacher-student connections. Students with more academic success had better social and emotional learning (SEL) ratings in schools where there were fewer students per instructor and more good connections among pupils. Students with strong parental attachments tended to have better social-emotional learning (SEL) scores in schools that made more use of music education. Students' SEL ratings were better in schools with more clubs because more students there were involved in extracurricular arts and community service. Schools that had low absenteeism and more parental involvement also had lower disciplinary cases and better SEL ratings.

Ghorai, Bikash et al., (2021) in order to ascertain the extent to which school-going adolescents possess emotional intelligence; and in order to compare the emotional intelligence of school-going adolescents across gender, grade, and board pattern of education as well as across its four dimensions/sub-factors: comprehending emotions, comprehending motivation, exhibiting empathy, and managing relationships. Using a simple sampling approach, 288 students from six schools in the Kolkata area of West Bengal's upper secondary education system were surveyed. The schools belonged to three separate boards of education: WBCHSE,

CBSE, and ICSE. The study's methodology is a cross-sectional survey. B. C. Ghorai and L. L. Mohakud's Bengali version of the original two-point emotional intelligence scale, the "Emotional Intelligence Scale (ESI - SANS)" developed by Drs. A. K. Singh and S. Narain [1], used as the measuring instrument in this study. Various statistical methods, including descriptive and inferential analyses, are applied to the data set using SPSS 20 after the first exploratory study. When looking at school-going adolescents by gender, grade, and board pattern of education, the research found no statistically significant difference in emotional intelligence and its sub-factors. Research like these highlights the significance of developing ways to help school-aged youth develop their emotional intelligence. Developing emotional intelligence in school-going adolescents is the focus of this discussion, along with some suggestions for doing so.

Uçak, Esra (2020) Based on what we know thus far, emotional intelligence encompasses trainable abilities. Emotional intelligence abilities are not static but rather evolve and alter throughout time, according to a large body of research. This study's overarching goal is to learn more about the emotional intelligence of 11–14-year-olds in secondary school by looking at how it varies across demographics like gender, grade, parental education, how much they care about their emotional well-being, how often they read, how much time they spend on electronic devices, who or what influences their development the most, and whether they have friends or not. This research makes use of a descriptive survey design. Nine hundred and thirty-two kids (483 girls and 437 boys) enrolled in various Denizli public schools during the 2018–2019 academic year's spring term make up the research group. In this research, a "Personal Information Form" and "The BarOn Emotional Intelligence Scale (Child and Adolescent Form)" were used to gather data. We used the SPSS 22.0 computer package to examine the data that we obtained. Multivariate Analysis of Variance (MANOVA) was used to examine the data. According to the study's findings, secondary school students' emotional intelligence levels differ greatly depending on factors like grade level, parental concern for their emotional well-being, reading habits, screen time, influential adults or places, father's educational background, and ability to form and maintain friendships. Regardless of the gender or mother's educational background, there was no discernible variation in the children' emotional intelligence scores.

Dwivedi, Antima (2017) Both workers and employers greatly benefit from emotional intelligence. Productivity rises as a result. But teachers can't improve their performance and help the country's education system if they lack emotional intelligence in the classroom. The research set out to assess the EQ of Allahabad city's secondary school teachers from the CBSE and UP Boards. Two hundred secondary school teachers were chosen at random by the investigator. This study's data was gathered using S. Mangal's Teachers' Emotional Intelligence Inventory. Emotional intelligence differs across sexes and between the two boards of education, according to the study's most important results.

Downey, Luke et al., (2010) Emotional intelligence (EI) and coping mechanisms were investigated as potential moderators of problematic behaviors in teenage Australians. Adolescents (60 males and 85 females, mean age 12.02) filled out EI, stress coping method, and problem behavior self-report measures. The usage of unproductive coping mechanisms was shown to moderate the associations between Emotional Management and Control and participation in internalizing and externalizing behaviors. Engaging in issue-focused and non-productive coping techniques only partly mediated the association between problem behaviors and the Understanding Emotions and Emotional Recognition and Expression dimensions, according to mediation models. We talk about the findings in light of the fact that coping mechanisms used during adolescence could lead to more or less adaptive ways of coping in later life. Improving adolescent coping outcomes may need the development of emotional capacities, which may lead to improved long-term psychological results.

III. RESEARCH METHODOLOGY

Dr. S.K. Mangal and Mrs. Shubhra Mangal's Inventory for Emotional Intelligence was used in this study. It has 100 pieces, broken down into four sections with 25 pieces each. Emotional intelligence is measured on this assessment in four areas: intrapersonal awareness (a), interpersonal awareness (b), intrapersonal management (c), and interpersonal management (d). A yes or no answer is provided for each statement, and the responder is asked to choose which option they prefer. Any indication of emotional intelligence is given a score of one mark, while any indication of its lack is given a score of zero. We utilized a convenient way to choose 85 high

school seniors as our sample. There were as many male and female teenagers chosen from public and private schools as there were from private ones. Different types of emotional state were quantified using percentages, means, and standard deviations.

IV. DATA ANALYSIS AND INTERPRETATION

Emotional Intelligence of Adolescents Based on Gender

Table 1: Emotional Intelligence Score of Male and Female Adolescents

Level of Emotional Intelligence	Male		Female	
	%	Mean	%	Mean
Extremely High	4.70	192.90	6.09	188.18
High	4.05	179.78	7.12	175.41
Above Average	40.34	160.92	46.89	156.50
Average	33.4	139.33	30.78	133.72
Below Average	8.99	112.81	5.87	111.79
Low	4.72	99.19	1.96	98.32
Extremely Low	3.98	77.12	1.29	72.6
	SD: 25.12	Variance: 629.09	SD: 20.93	Variance: 436.49

Gender Differences in Adolescents' Emotional Intelligence Table 1 shows that compared to male adolescents, 6.09 percent of female adolescents have an exceptionally high level of emotional intelligence, whereas 4.7 percent of male adolescents fall into the higher level, and 7.12% of female adolescents are higher than 4.05% of male adolescents. When it comes to emotional intelligence, there is a clear gender gap among teenagers, especially at the above-average level. On average, there is a little discrepancy. When it comes to emotional intelligence, there is a noticeable gap between very low and low levels. Overall, 8.70% of male adolescents and 3.21% of female adolescents fall into the lower scoring range.

Emotional Intelligence of Adolescents Based on School Type

Table 2: Emotional Intelligence Score of Adolescents Based on School Type

Level of Emotional Intelligence	Private School		Government Schools	
	%	Mean	%	Mean
Extremely High	6.70	190.49	4.1	190.48
High	7.45	178.15	4.7	176.79
Above Average	46.04	158.77	41.17	158.67
Average	29.90	136.01	32.9	136.95
Below Average	5.81	112.40	9.5	112.18
Low	2.2	99.50	4.12	98.30
Extremely Low	1.9	78.39	3.51	78.10
	SD: 22.79	Variance: 519.65	SD: 24.41	Variance: 593.83

Table 2 shows that compared to 4.1% of private school teenagers, 7.63% of public school adolescents have very poor emotional intelligence. Below average and average values are quite different. A notable distinction is noted at a high degree of emotional intelligence. Adolescents enrolled in public schools tend to have lower levels of emotional intelligence than their private school counterparts.

V. CONCLUSION

Finally, research on teenagers' emotional intelligence in secondary schools reveals important information about their maturation. By integrating quantitative evaluations with qualitative insights, the mixed-methods approach provides a thorough comprehension of the ways in which emotional intelligence influences many aspects of teenage life. Educators, parents, and lawmakers must acknowledge the importance of emotional intelligence in guiding adolescents through the challenging adolescent years. Recognizing the importance of emotional intelligence and working to cultivate it become cornerstones of educational programs that aim to promote students' well-rounded growth. This study highlights the importance of ongoing initiatives to improve adolescents' emotional intelligence through culturally sensitive emotional education programs and individualised interventions. By doing so, we can better equip them to face the opportunities and

challenges that await them in their academic and personal lives.

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