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**Dr. Bhavik M Shah**

Principal, S.V.College of  
Education, Sarvavidyalaya  
Campus, Kadi, Gujarat, India

**Kalpesh J Jani**

Research Scholar, Asst. Teacher,  
GLS Sec. & Higher Sec. School,  
Law Garden, Ahmedabad,  
Gujarat, India

## A study of emotional intelligence of English medium higher secondary school students

**Dr. Bhavik M Shah and Kalpesh J Jani**

### Abstract

'Education', past, present and future, it has been in the process of transformation. It is coloured more by vivid tools and experiments according to need, importance and demand of the time. Presence study has been executed to examine Emotional Intelligence of Higher Secondary English Medium students in association with certain variables. This study is exerted to know and assess the effect of Gender, Area, Education of parents and stream of the students on Emotional Intelligence, which are as independent variables. A researcher has acquired self-prepared Emotional Intelligence scale for the present study. Null Hypothesis was examined by statistical evaluation by calculating Mean, Standard deviation and the critical ratio of collected data information. Gender, Area, Education of parents and Stream hardly effect on Emotional Intelligence of Higher Secondary English medium students.

**Keywords:** Emotional Intelligence scale, higher secondary English medium school, variables

### Introduction

Education is as old as the human race. Since the very dawn of civilization, it has been regarded as an essential concomitant of all human society. So it should be updated according to the need of the time, traditions, culture, society as well as the individual. Perhaps today's education system hardly gives any guarantee for a successful life and successful career. Education in our higher secondary schools mere acquisition of bookish knowledge and designing marks card, rather than shaping successful future, the interaction between the teacher and the pupil, understanding, and handling the emotions in the right manner, at the right time in the right way. Our past experiences and experiments clearly display that even a person with high intellect cannot be always successful in his life. However, why? It must be indeed a very serious matter.

So, this vacuum is realized over the year. An answer was brought by introducing the concept of emotional intelligence in our education system.

We are living in the era of globalization. Because of science and technology, students of present schools have multiple responsibilities in the society. They show lack of integrated development with physical, social, emotional, cognitive and mental disturbance due to total stress, tension frustration, fatigue and what not. The urgent prior condition of our present higher secondary school education is that It should include the emotional intelligence components in education. These components must become part and parcel of our higher secondary school education to shape a future generation because study habits vary from student to student as they come from different home environments.

### Statement of the Problem

**A study of emotional intelligence of English  
Medium higher secondary school students  
Importance of the study**

A research work is a continuous process which is connected in a certain direction and therefore it is obvious for a researcher to keep in mind its advantages. This study will provide a standardized tool to study emotional intelligence of students of higher secondary English medium schools.

**Correspondence**

**Dr. Bhavik M Shah**

Principal, S.V.College of  
Education, Sarvavidyalaya  
Campus, Kadi, Gujarat, India

The Inferences and findings of this study will be useful to academicians and course composer to know the remedies from their emotional intelligence and it will be easy to guide and provide proper direction to the students. This study will enable to know the emotional intelligence of in students of various standards of study. This study will be helpful in knowing about which cause among the various causes responsible for creating the effect on the students and which one is more effective.

After knowing the levels of emotional intelligence of the students, they can be classified for various programs like speech competition, seminar, cultural programs, co-curricular activities, etc. Teachers and parents will get appropriate guidance to learn and know the emotional intelligence of the students. Teachers and parents will get appropriate guidance to bring the changes required for the students knowing the levels of emotional intelligence in the study. The Findings of this study will be useful to those who are interested in this type of research.

**Objectives of the Study**

1. To assess the effect of gender on the emotional intelligence of English medium Higher secondary school students.
2. To assess the effect of school area on the emotional intelligence of English medium Higher secondary school students.
3. To assess the effect education of parents on the emotional intelligence of English medium Higher secondary school students.
4. To assess the effect of the stream on the emotional intelligence of English medium Higher secondary school students.

**Hypotheses**

Following null hypotheses was formulated for the objective of the present study.

**Ho1:** There will be no significant difference between the mean scores obtained by boys and girls of English medium Higher secondary schools on the emotional intelligence scale.

**Ho2:** There will be no significant difference between the mean scores gained by East Area students and West Area students of English medium Higher secondary school on the emotional intelligence scale.

**Ho3:** There will be no significant difference between the mean scores achieved by students of less educated parents and students of higher educated parents of English medium Higher schools on the emotional intelligence scale.

**Ho4:** There will be no significant difference between the mean scores secured by Science stream students and General stream students of English medium Higher secondary schools on the emotional intelligence scale.

**Delimitation of the Study**

The present study is delimited to 11<sup>th</sup> standard students of English medium higher secondary schools of Ahmedabad city (East Ahmedabad and West Ahmedabad).

**Limitations of the study**

In the present study, a self-made emotional intelligence scale is used to collect data. So, the limitations of the tool are the limitations of the study.

**Variables of the Study**

The following variables are included in the present study.

**Table 1:** Type and Level of Variables of the Study

So no.	Independent Variables	Levels	
		1	Gender
2	Area	East	West
3	Education of parents	Less educated parents	More educated parents
4	Stream	General	Science

**Dependent Variable Emotional Intelligence Scale**

**Population and Sample**

The area of the present study is students of higher secondary English medium schools of east area and west area of

Ahmedabad. The students of Std-XI the academic year 2016-2017 of Ahmedabad City of Gujarat state will be taken for this study

Ahmedabad city English medium higher secondary schools			
East Area		West Area	
Science Stream	General Stream	Science Stream	General Stream
XI	XI	XI	XI
29	34	28	41

This list of schools is divided into two categories viz. east area schools and west area schools. Further, this list is divided into two more categories viz. science stream schools and general stream schools. 132 schools are selected for the study. The schools have been selected through stratified random selection technique. 30% schools of each area respectively

will be taken as a sample. If there are more divisions of the same standard, lottery selection method are used for the selection of the division. In case if there would be only one division of the standard, the same division will be taken as a sample. All the students of the selected division are included in the study. Students are selected through cluster method.

**Table 2:** No. of the Students selected in the sample according to variables

No.	Variable	Levels	No. of Students	Total
1	Gender	Boys	244	412
		Girls	168	
2	Area	East Ahmedabad	201	412
		West Ahmedabad	211	
3	Education of parents	Less educated parents	63	412
		More educated parents	349	
4	Stream	Students of General Stream	314	412
		Students of Science Stream	98	

### Research Method

In the present study, Descriptive survey method was used for data collection.

### Tool for Data Collection

In the present study, an attempt was made to know the study habits of students. So, the investigator used a self-made Emotional Intelligence Tool to know the study of emotional intelligence of students. There were included total 155 statements in the preliminary draft of the study emotional intelligence. 80 erroneous statements were removed from the preliminary inventory depending on the experts' suggestions. 75 statements were included in the tool after the experts' suggestions and recommendations. After Pre-piloting study and its critical ratio 49 statements were taken in the final form of the Emotional Intelligence in which 52 statements were included in the final form of the inventory in which 36 statements were positive and 16 were negative. Five points rating scale is used in this inventory wherein five points such as Completely agree, agree neutral, disagree, completely disagree were included. Positive statements the marks-5, 4, 3, 2, 1 are given from completely agree to completely disagree

respectively and for negative statements the marks-1, 2, 3, 4, 5 are given from completely disagree to completely agree.

### Data Collection

The permission was sought from the principal of the selected English medium higher secondary schools of Ahmedabad city for data collection. The researcher was visited different higher secondary schools and administered the tool to the students by giving proper instructions. Thus, necessary data was collected from students.

### Analysis and Interpretation of Data

In the present study, the data of the obtained scores of students on the academic achievement scale and the study habits inventory was entered into the Excel programme of M.S. Office at the first. Then all the numerical calculations were done with the Excel Programme. Then the collected data was classified according to the selected variables. Mean, Standard Deviation, Standard Error and C.R for examining null hypotheses were calculated on the basis of score of classified data.

**Table 3:** Mean, S.D., t-value Higher Secondary English medium students

Hypothesis	Independent Variables	Gender	N	Mean	SD1	SD2	C.R. value
Ho <sub>1</sub>	Gender	Boy	244	188.74	15.44	1.54	0.7366 NS
		Girl	168	189.88	15.28		
Ho <sub>2</sub>	School Area	East	201	189.98	15.14	1.51	1.001 NS
		West	211	188.46	15.57		
Ho <sub>3</sub>	Education of parents	Less educated parents	63	194.34	16.00	2.17	2.80 *
		More educated parents	349	188.27	15.08		
Ho <sub>4</sub>	Stream	General	314	187.00	15.41	1.57	5.86 **
		Science	98	196.23	12.97		

\*\*Significant at 0.01 level, NS- Not Significant, \*Significant at 0.05 level

Results achieved from table-3 suggest that Ho<sub>1</sub> and Ho<sub>2</sub> are not rejected. Hence the study reveals that there is no significant effect noticed on gender and school area of higher secondary English medium students on the emotional intelligence scale.

Whereas Ho<sub>3</sub> and Ho<sub>4</sub> are not accepted at both the levels 0.01 and 0.05. Hence the study reveals that there is a significant difference of education of parents and stream of learning of higher secondary English medium students on the emotional intelligence scale.

### Findings

Following are the major findings of the present study.

- 1) There is no significant difference is established between mean scores of boys and girls on the emotional intelligence scale.
- 2) There is not much effect of areas of schools on mean scores of students on the Emotional Intelligence scale.
- 3) There is a significant difference observed among wards of less educated parents and wards of more educated parents on the emotional intelligence scale. Emotional intelligence is found more balanced in the wards of less educated parents than more educated parents.
- 4) There is significant difference noticed between mean scores of general stream and science stream students on the emotional intelligence scale. Science students have more emotional intelligence than general stream students on the emotional intelligence scale.

### Educational Implications

Following implications based on the findings are presented.

- The present study will be helpful to teachers to arrange inspiring activities to improve the emotional intelligence of the students.
- Proper guidelines should be provided to teachers to improve emotional intelligence level of students of general stream and science stream.
- By adopting modern techniques of teaching and learning, teachers can present, promote and monitor the good emotional intelligence of students with the help of present study.
- The findings of the present study will be helpful to educationalists to arrange various programmers to bring qualitative improvement in academic achievement of students.

### Conclusion

The present study was carried out considering the emotional intelligence of the students of English medium Higher Secondary schools with respect to gender, school area, education of parents and stream of learning. The researcher hopes that findings of this study will be helpful to parents, teachers and educationalist to understand students' emotional intelligence.

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