

A Study of Emotional Intelligence of High School Students

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Abstract

The objective of the present study is to find out the emotional intelligence of high school students. For the study, a sample of 500 students belonging to five different schools in Churachandpur district of Manipur was selected. Emotional intelligence test developed by Arun Kumar Singh & Dr. Shruti Narain was used for data collection. It was found that majority of the students have average emotional intelligence.

Measures for improving the emotional intelligence of high school students have also been suggested based on the findings.

Keywords: *Emotions; Emotional Intelligence; High School, Students.*

Introduction

At any given point of time an individual experiences all kinds of emotions that often tend to result in physical and psychological changes so as to influence one's behaviour. In general, we can find that extroverts are more likely to be more social and express their emotions, while introverts are more likely to be socially withdrawn and conceal their emotions. The way an individual responds to such emotions like happiness, dread, irritation, love, embarrassment, hatred, shock, envy, grief, excitement, frustration, anxiety, failure, achievement, etc, is very important since it can either break or make a winner in life. This is when an individual's emotional intelligence becomes very important, because it helps an individual to acknowledge his/her emotional instinct and to behave in a rational manner and according to time and place. Emotional intelligence (EI) also known as emotional quotient (EQ) is the capability of individuals to recognize their own emotions and those of others. Although the term first appeared in 1964, it gained popularity in the 1995 best-selling book "Emotional Intelligence – Why it can matter more than IQ" by Daniel Goleman.

An emotionally intelligent person is more approachable, understanding, and compassionate and knows exactly how to behave or respond appropriately to various social

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situations at home, the community or even at the schools, colleges and workplace. He/she is mentally equipped to handle stressful and difficult situations and also to get laid back when situations are more casual and not demanding. The ability to say the right words, to comfort somebody, to encourage someone and to build a trusting relationship with others are few of the qualities that signify individuals having emotional intelligence. So having a high emotional intelligence will go a long way in establishing good social and personal relationship with others.

According to Goleman (1998) emotional intelligence is “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence”.

Goleman (1996) has presented five categories of emotional intelligence;

- Self-awareness* – the ability to know one’s emotions, strengths, weaknesses, drives values and goals and recognizes their impact on others while using gut feelings to guide decisions.
- Self-regulation* – involves controlling or redirecting one’s disruptive emotions and impulses and adapting to changing circumstances.
- Social skill* – managing relationships to get along with others
- Empathy* – considering other people’s feelings especially when making decisions
- Motivation* – being aware of what motivates them.

In short, emotional intelligence is the capacity of an individual to recognize and deal with one’s own emotions and the emotions of others so that individuals can live in unity and harmony with others. Peter Salovey and John Mayer have stated that emotional *intelligence* is “*the ability to monitor one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior*”.

Rationale

Churachandpur is the second largest district in Manipur and is inhabited largely by Chin-Kuki-Mizo speaking individuals. It is a rather cosmopolitan city with its inhabitants having very varied outlooks about life among other things – with some very orthodox and yet others who are quite contemporary when it comes to customs, traditions and dialects. High schools or any educational institutions for that matter have students coming from different backgrounds, customs, traditions, languages and dialects etc which often affect their upbringing and attitude towards others belonging to different communities. Keeping this in view, the study was conducted to study the emotional intelligence of high school students belonging to the multi-cultural environment of Churachandpur district and to suggest necessary measures to enable them to deal with their emotions and their relationships with the people around them.

Objectives

1. To examine the emotional intelligence of high school students
2. To examine the gender differences in the emotional intelligence of high school students
3. To suggest measures to improve the emotional intelligence of high school students

Null hypothesis

For the present study the following null hypothesis has been formulated for objective no.2

Ho= There is no significant difference between boys and girls with regard to their emotional intelligence

Methodology

For the present study descriptive survey method was followed.

Population and sample

The population in the present study consists of all high school students in 5 different schools of Churachandpur district of Manipur. In the first stage, purposive sampling technique was followed and the selection of sample students was restricted to students of classes IX and X. Then, out of 500 students, a sample of 100 students each from the 5 schools was selected by following random sampling technique. Further, out of the 100 high school students from each school, 50 would be boys and 50 girls.

Tools used for data collection

A standardized tool on Emotional Intelligence Scale (EIS-SANS) by Kumar Singh and Narain was used for collection of data.

Emotional Intelligence Scale (EIS-SANS) consists of 31 items that measure four dimensions of emotional intelligence as follow:

- (a) Understanding emotions-An individual's capacity to identify emotions in one's and other's physical states, feelings, and thoughts.
- (b) Understanding motivation-A high achievement drive together with the tendency to be optimistic and take initiative
- (c) Empathy-Ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives, develop others, leverage diversity, read the mood of a group, discern political realities and a tendency to take an interesting the lives of others.
- (d) Handling relations- To be able to manage and handle relations with others in a better way.

Higher total scores in each of the dimensions meant higher emotional intelligence.

Data collected was analyzed quantitatively using descriptive statistics like frequency, mean, S.D, percentage and t-tests.

Mode of data collection

The investigator visited the schools and the questionnaire on Emotional Intelligence Scale by Kumar Singh and Narain (2014) was distributed to the students selected for the study and the same was collected on the same day.

Analysis of data

Data collected was analyzed quantitatively using descriptive statistics like frequency, mean, S.D, percentage and t-tests

Findings and interpretation

The findings of the present study and their interpretations are presented in the following tables:

Table 1: Responses to Emotional Intelligence Scale

Serial no.	Items	Yes (%)		Total %	No (%)		Total %
		Boys	Girls		Boys	Girls	
1	Do you have a good relationship with your brother/sister?	250 (100%)	250 (100%)	100%	00 (0%)	00 (0%)	0%
2	Do you like talking to people?	200 (80%)	250 (100%)	90%	50 (20%)	00 (0%)	10%
3	Are you liked by others?	210 (84%)	250 (100%)	92%	40 (16%)	00 (0%)	8%
4	Do you take competition with your friends easily?	193 (77.2%)	237 (94.8%)	86%	57 (22.8%)	13 (5.2%)	14%
5	Are you usually aware about the reasons for your happiness or sadness?	125 (50%)	230 (92%)	71%	125 (50%)	20 (8%)	29%
6	Do you care for others happiness or sorrow?	237 (94.8%)	249 (99.6%)	97.20%	13 (5.2%)	01 (0.4%)	2.80%
7	Are you able to resolve the problems of others easily?	220 (88%)	215 (86%)	87%	30 (12%)	35 (14%)	13%
8	Do your family members care about your feelings?	234 (93.6%)	240 (96%)	94.80%	16 (6.4%)	20 (8%)	7.20%
9	Are you extremely disciplined?	234 (93.6%)	227 (90.8%)	92.20%	16 (6.4%)	23 (9.2%)	7.80%
10	Do you have many friends?	240 (96%)	238 (95.2%)	95.60%	10 (4%)	12 (4.8%)	4.40%

11	Do others often approach you for help?	230 (92%)	240 (96%)	94%	20 (8%)	10 (4%)	6%
12	Are you usually happy?	220 (88%)	215 (86%)	87%	30 (12%)	15 (6%)	9%
13	Do you often have to ask for help from others to finish your work?	220 (88%)	233 (93.2%)	90.60%	30 (12%)	17 (6.8%)	9.40%
14	Are you able to recognize people's intentions easily?	145 (58%)	140 (56%)	57%	105 (42%)	110 (44%)	43%
15	Are you able to react normally to your criticism by others?	45 (18%)	105 (42%)	30%	205 (83%)	145 (58%)	70%
16	Are you easily able to get over you're your failures and learn from your mistakes?	205 (82%)	249 (99.6%)	90.80%	45 (18%)	01 (0.4%)	9.20%
17	Are you often troubled by the fear of being rejected by friends?	220 (88%)	237 (94.8%)	91.40%	30 (12%)	13 (5.2%)	8.60%
18	Do others trust you?	241 (96.4%)	249 (99.6%)	98%	04 (1.6%)	01 (0.4%)	1%
19	Are you quickly able to take decisions?	168 (67.2%)	175 (70%)	68.60%	82 (32.8%)	75 (30%)	31.40%
20	Do you reject/disapprove of even the right thoughts of people whom you happen to dislike personally?	30 (12%)	12 (4.8%)	8.40%	220 (88%)	238 (95.2%)	91.60%
21	Do you often fall in love and get out of it as quickly?	45 (18%)	21 (8.4%)	13.20%	205 (82%)	229 (91.6%)	86.80%
22	Are you able to take jokes of others normally?	230 (92%)	225 (90%)	91%	20 (8%)	25 (10%)	9%
23	Do you like helping others?	243 (97.2%)	249 (99.6%)	98.40%	07 (2.8%)	01 (0.4%)	1.60%
24	Are you easily able to motivate others?	236 (94.4%)	205 (82%)	88.20%	14 (5.6%)	45 (18%)	11.80%
25	Do you find others sorrows as your own?	205 (82%)	232 (92.8%)	87.40%	45 (18%)	18 (7.2%)	12.60%
26	Do you find people with whom you often interact trustworthy?	218 (87.2%)	220 (88%)	87.60%	32 (12.8%)	30 (12%)	12.40%
27	Are you able to trust others?	231 (92.4%)	218 (87.2%)	89.80%	19 (7.6%)	32 (12.8%)	10.20%
28	Are others able to react normally to your jokes?	220 (88%)	240 (96%)	92%	30 (12%)	20 (8%)	10%
29	Are you able to achieve mercy and help of others easily?	243 (97.2%)	231 (92.4%)	94.80%	07 (2.8%)	19 (7.6%)	5.20%

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30	Do you find yourself a responsible person?	210 (84%)	222 (88.8%)	86.40%	40 (16%)	28 (11.2%)	13.60%
31	Are you able to easily calm down anger of others?	218 (87.2%)	234 (93.6%)	90.40%	32 (12.8%)	16 (6.4%)	9.60%

The figures in parentheses indicate percentages

From Table no.1, following interpretations have been made:

Item no.1 reveals that all the high school students irrespective of their gender have good relationship with their brother/sister.

Item no.2 reveals that all the girls liked talking to people whereas only 80% of the boys liked taking to people

Item no.3 reveals that all the girls believe that they were liked by others but only 84% of the boys felt the same, and 16% of the boys felt otherwise.

Item no.4 reveals that 94.8% of the girls take competition with friends easily as compared with 77.2% of the boys. 22.8% of boys did not take competition with friends easily while only 5.8% of girls felt that way.

Item no.5 reveals that 92% of the girls are usually aware about the reasons for their own happiness as compared to only 505 of the boys who do

Item no.6 reveals that 94.8% and 99.6% of boys and girls care for others happiness or sorrow respectively.

Item no.7 reveals that about 88% of high school boys and 86% high school girls are able to resolve the problems of others easily. On the other hand 12% of boys and 14% of girls felt otherwise.

Item no.8 reveals that majority of the boys, that is, 93.6% and most of the girls, that is, 96% believe that their family members care about their feelings.

Item no.9 reveals that 93.6% of high school boys and 90.8% of high school girls are extremely disciplined. However, 6.4 % of boys and 9.2% of girls are not extremely disciplined.

Item no.10 reveals that 96% of boys and 95.2% of girls have many friends as compared to 4% and 4.8% of boys and girls who don't have many friends respectively.

Item no.11 reveals that 92% of boys and 96% of girls are often approached by others for help.

Item no.12 reveals that 88% and 86% of high school boys and girls are usually happy respectively. As less as 12% of boys and 6% of girls feel otherwise

Item no.13 reveals that 88% of boys and 93.2% of girls often have to ask for help from others to finish their work

Item no.14 reveals that 58% of boys and 56% of girls are able to recognize people's intentions easily.

Item no.15 reveals that 18% of boys and 42% of girls are able to react normally to their criticism by others while 83% of boys and 54% of girls cannot react normally to their criticism by others.

Item no.16 reveals that 82% of boys and 99.6% of girls are easily able to get over their failures and learn from their mistakes.

Item no.17 reveals that 88% of boys and 94% of girls are often troubled by the fear of being rejected by friends. On the other hand, 12% of boys and 5.2% of girls are not often troubled by the fear of being rejected by friends.

Item no.18 reveals that 96.4% of boys and 99.6% of girls believe that others trust them.

Item no.19 reveals that 67.2% of boys and 70% of girls are quickly able to take decisions while 32.8% of boys and 30% of girls feel otherwise.

Item no.20 reveals that 88% of boys and 95.2% of girls do not reject/disapprove of even the right thoughts of people whom they happen to dislike personally. Only 12% of boys and 4.8% of girls reject/disapprove of even the right thoughts of people whom they happen to dislike personally.

Item no.21 reveals that 82% of boys and 91.6% of girls do not often fall in love and get out of it as quickly. Only 18% of boys and 8.4% of girls often fall in love and get out of it as quickly.

Item no.22 reveals that 92% of boys and 90% of girls are able to take jokes of others normally.

Item no.23 reveals that 97.2% of boys and 99.6% of girls like helping others.

Item no.24 reveals that 94.4% of boys and 82% of girls can easily motivate others.

Item no.25 reveals that 82% of boys and 92.8% of girls find others sorrows as their own.

Item no.26 reveals that 87.2% of boys and 88% of girls find people with whom they often interact trustworthy.

Item no.27 reveals that 92.4% of boys and 87.4% of girls are able to trust others.

Item no.28 reveals that 88% of boys and 96% of girls believe others are able to react normally to their jokes.

Item no.29 reveals that 97.2 % of boys and 92.4% of girls are able to achieve mercy and help of others easily.

Item no.30 reveals that 84 % of boys and 88.8% of girls find themselves as responsible persons.

Item no.31 reveals that 87.2% of boys and 93.6% of girls believe they are able to easily calm down anger of others.

Table 2: Category of Emotional Intelligence (girls)

Category	No. of students	Percentage
Low Emotional intelligence	33	13.2
Average Emotional intelligence	162	64.8
High Emotional intelligence	55	22

From table 2, it can be seen that out of all the high school girls taken for the study, 13.2% have low emotional intelligence, 64.8% have average emotional intelligence and 22% have high emotional intelligence.

Hence, it can be concluded that majority of high school girls have average emotional intelligence.

Table 3: Category of Emotional Intelligence (boys)

Category	No. of students	Percentage
Low Emotional intelligence	45	18
Average Emotional intelligence	154	61.6
High Emotional intelligence	51	20.4

From table 3, it can be seen that, out of all the high school boys taken for the study, 18% have low emotional intelligence, 61.6% have average emotional intelligence and 20.4% have high emotional intelligence.

Hence, it can be concluded that majority of high school boys have average emotional intelligence.

Table 4: Category of Emotional Intelligence Irrespective of Gender

Category	No. of students	Percentage
Low Emotional intelligence	78	15.6
Average Emotional intelligence	316	63.2
High Emotional intelligence	106	21.2

From table 4, it can be seen that among all the students irrespective of gender, 15.6% have low emotional intelligence, 63.2% have average emotional intelligence and 21.2% have high emotional intelligence.

Hence, it can be concluded that irrespective of gender, majority of the students have average emotional intelligence.

Table 5: t-value for High School Students Based on Gender

Gender	N	Mean	S.D.	t-test	
Boys	250	24.16	382	2.59*	1.97**
Girls	250	25.55	404		
Total	500	24.85	393		

*0.01 level **0.05 level

Table 5, reveals that the calculated t-value for boys and girls is less than the table values at 0.01 and 0.05 levels of significance. Therefore the null hypothesis can be accepted.

Hence, it can be concluded that there is no significant difference between boys and girls with regard to their emotional intelligence.

Major findings

1. From the present study it was found that out of all the high school girls, 13.2% have low emotional intelligence, 64.8% have average emotional intelligence and 22% have high emotional intelligence. This indicates that majority of high school girls have average emotional intelligence.
2. It was also found that out of all the high school boys taken for the study, 18% have low emotional intelligence, 61.6% have average emotional intelligence and 20.4% have high emotional intelligence. This indicates that majority of high school boys have average emotional intelligence.
3. It was found that when all the students irrespective of gender were taken, 15.6% have low emotional intelligence, 63.2% have average emotional intelligence and 21.2% have high emotional intelligence. This indicates that irrespective of gender, majority of the students have average emotional intelligence.
4. The present study indicates that there is no significant difference between boys and girls with regard to their emotional intelligence.

Suggestions:

From the findings of the present study the following suggestions have been made;

1. High schools should provide congenial atmosphere for their students so that they can build good relationships and have good communications with the people around them.
2. Various clubs should be introduced in the schools so that students can participate, make friends, learn about one another, and cooperate with one another.
3. There should be ethics and morality classes or such subjects in the curriculum through which topics like positive attitudes, care and concern for others, respect for fellow citizens, being compassionate, control anger and frustrations, etc., can be taught to students.

4. Organize various activities like Tolerance Day, Being Human Day, a visit to Orphanages, Old Age homes and rehabilitation centers etc, with the effect that students develop sympathetic attitude towards others in the society.
5. Inculcate positive attitudes so that individuals do not become judgmental towards others and become more sensitive to the feelings of others around them.

Conclusions

The growth and progress in technology and the changes in our social traditions in the last few decades have brought about many new habits and lifestyles in a big way. Although people have become more educated, better-informed, modern, flexible, accommodating per se, yet in many areas of life people have become selfish, demanding, egoistic, opportunistic, competitive, and more savage than ever to survive in the world of work. Hence, people often lack empathy, care and concern for others. It is very important to accept and understand other's emotions and feelings if we are to exist with one another. It is possible to improve one's emotional intelligence which can enhance one's intra and inter-personal skills by being more humane in our approach to others and by inculcating and practicing good attitudes and behaviours. High school students are young adults and in the transitional stage from adolescence to adulthood. Therefore it is important that students' emotional intelligence be improved and that proper guidance be given to them both at home and largely at the school because students spend a lot of their "active/awake" time in the classrooms. If more people have high emotional intelligence than social relationships will be better and the world will be a better place to live in.

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