International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

# A Study of Emotional Intelligence among Secondary School Students of Lawngtlai Town

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**Abstract:**
Emotional intelligence is the ability to control and manage one's own emotions as well as the emotions of others. It is an essential skill for students in shaping their personality, behaviour, academic performance, relationships, and mental well-being. By understanding and regulating emotions, individuals can cultivate a sense of self-awareness and self-control, leading to enhanced emotional resilience and mental well-being. In the present study, the researcher examined the emotional intelligence among secondary school students of Lawngtlai town. The sample consisted of 300 secondary school students, selected using a stratified random sampling method. The majority of secondary school students fell under the average level of emotional intelligence. Female secondary school students were found to possessed higher level of emotional intelligence compared to male secondary school students of Lunglei town.

**Keywords:** Emotional Intelligence, Gender, Locale, Parental Education, Management of School.

## INTRODUCTION:

Emotional intelligence refers to the ability to manage and control the emotions of oneself along with the ability to manage and control the emotions of others. It involves individuals empathising with others, fostering deeper connections and more meaningful interactions.

Emotional intelligence plays a crucial role in mental health and well-being of individuals. It enables individuals to develop and nurture their emotional intelligence, cultivate strong relationships with others, and enhance their overall quality of life. In an increasingly interconnected and emotionally complex world, the importance of emotional intelligence cannot be overstated.

Emotional intelligence is the ability to use your emotions to help you solve problems and live a more effective life. Emotional intelligence without intelligence and intelligence without emotional intelligence is only a part of a solution. The complete solution is the head working with the heart (Caruso, 2000).

## LITERATURE REVIEW:

Joshi and Dutta (2014) studied emotional intelligence among secondary students: roles of gender and types of school. The study was conducted in urban settings wherein 246 students from public and private funded institutions participated. The results indicated that female students possessed a higher level of emotional intelligence in comparison to their male counterparts, whereas the type of school did not act as a significant factor in differentiating emotional intelligence.

Bharadwaz and Hussain (2020) conducted a study on the emotional intelligence of secondary school students with special reference to Kamrup (M) district of Assam using a descriptive survey method. The

population of the study consisted of all the secondary school students of Guwahati city in Kamrup (M) district. Sample of 156 students were selected from 4 secondary schools with 78 numbers of boys and girls. The study found that most of the secondary school students fell under an average level of emotional intelligence, and girls had higher emotional intelligence than boys.

Edhayavarman and Sivasankati (2020) conducted a study on the emotional intelligence of higher secondary school students in Karaikudi. It was conducted to investigate the emotional intelligence of higher secondary students in relation to community and parental education. 300 students were randomly selected. It was found that higher secondary students in Karaikudi have high emotional intelligence, and there was a significant difference between the mean score of emotional intelligence of higher secondary school students with respect to their gender, location of school, parental occupation, nature and management of schools.

Ravindar (2021) studied emotional intelligence among secondary school students in relation to their gender and management. The sample consisted of 600 secondary school students from Hyderabad and Medchal districts of Telangana state, India. A random sampling technique was used to select schools for the study. 20 secondary schools were selected. From each school, 15 boys and 15 girls were selected through a proportionate stratified sampling technique. Students were selected from private and government schools, with 300 each. The result concluded that there was a significant difference in the emotional intelligence of secondary school students with respect to gender and management.

Lalventluanga and Lalnunfeli (2023) conducted research to study the emotional intelligence among secondary school students of CAEL Academy, College Veng, Aizawl. The population of the study comprised all the students of classes 9 and 10 in CAEFL Academy. Samples of 10 students were randomly selected as a sample study for their research. Data were analysed using statistical techniques like Percentage, Mean, Standard Deviation and t-test. The result found that there was a significant difference between boys and girls towards their emotional intelligence among secondary school students of CAEL Academy, while there was no significant difference on the basis of their parents' occupation, age basis and class or standard.

**RATIONALE OF THE STUDY:**

Emotional Intelligence can be considered more important than intelligence quotient in many cases because intelligence quotient is limited and is important for problem solving and logical reasoning, while emotional intelligence encompasses a broader range of skills that are essential for navigating the complexities of life and work. This highlights the importance of emotional intelligence for secondary schools students in preparing them for their future endeavours. It can be carried out by incorporating practices that encourage self-reflection, empathy, and connection with others and the world around them. This can include activities such as mindfulness exercises, discussions about values and ethics, and opportunities for community service and volunteering. To foster emotional intelligence, schools can implement programs that teach students about emotions, how to recognise and regulate their own emotions, and how to empathise with others. Emotional intelligence can be developed by teaching skills like self-awareness, self- management, social awareness, relationship skills, and responsible decision-making. According to Zeidner and Matthews (2016), school is one of the most essential venues for learning emotional skills and competencies.

It is, therefore, imperative for secondary school teachers to have a basic idea of emotional intelligence among the secondary school students to enable them to predict their future success. Knowing emotional

intelligence can enable the teachers to identify the problems faced by the adolescent secondary school students and help them in understanding and managing their emotions. Therefore, the researchers felt the need to study emotional intelligence among the secondary school students in Mizoram.

**STATEMENT OF THE PROBLEM:**

The study is entitled as 'Emotional intelligence among secondary school students of Lawngtlai town'.

**RESEARCH QUESTIONS:**

1. What is the level of emotional intelligence among the secondary school students in Lawngtlai town?
2. Are there any significant differences in the emotional intelligence of secondary school students in Lawngtlai town with regard to gender, locale, parental education and management of school?

**OBJECTIVE OF THE STUDY:**

1. To find out the level of emotional intelligence among the secondary school students of Lawngtlai town.
2. To study the emotional intelligence of secondary school students in Lawngtlai town with regard to gender, locale, parental education, and management of schools.

**HYPOTHESIS:**

There is no significant difference in the emotional intelligence of secondary school students in Lawngtlai town with regard to gender, locale, parental education, and management of schools.

**METHODOLOGY:**

The main focus of the study was to determine emotional intelligence among secondary school students of Lawngtlai town, therefore, the researchers employed descriptive survey research method. The study was delimited to all private and government secondary schools within Lawngtlai town.

The population for the study comprised of all the secondary school students in Lawngtlai town. Samples were collected using stratified random sampling method wherein management of school and gender were used as strata. The sample size consisted of 300 secondary school students of Lawngtlai town.

For assessing the emotional intelligence of secondary school students in Lawngtlai town, the emotional intelligence scale developed by Singh and Narain (2014), published by National Psychological Corporation was employed in the study.

The collected data were scored and tabulated as per the objectives of the study. Percentage was used to analyse the level of emotional intelligence among secondary school students. To evaluate the significant difference in the emotional intelligence of secondary school students in Lawngtlai town in relation to gender, locale, and management of school, t-tests were used, and to assess the difference in emotional intelligence of the students concerning parental qualification one way ANOVA was employed.

**ANALYSIS AND INTERPRETATION:**

The collected data were analysed and the resrults were carefully interpreted in line with the study's objectives and hypotheses. The analysis and interpretation, as per the objectives of the study, are presented as follows.

**Objective No. 1: Level of emotional intelligence among secondary school students of Lawngtlai town.**

To determine the emotional intelligence of secondary school students in Lawngtlai town, an emotional

intelligence scale developed by Singh and Narain (2014), published by National Psychological Corporation was administered. The scores of secondary school students on the emotional intelligence scale were categorised into three groups: low emotional intelligence (score 20 or less), average emotional intelligence (score 21 to 26), and high emotional intelligence (27 and above), as represented in the following Table No. 1.

**Table 1**
**Emotional intelligence of secondary school students in Lawngtlai town.**

| Level of emotional intelligence | Number | Percentage |
|---|---|---|
| High | 9 | 3.00% |
| Average | 140 | 46.67% |
| Low | 151 | 50.33% |
| Total | 300 | 100.00% |

**Figure No.1**
**Emotional intelligence of secondary school students of Lawngtlai town**




The perusal of the result vides Table no.1 and Figure No.1 reveals that out of 300 secondary school students of Lawngtlai town, 151(50.33%) of secondary school students had low emotional intelligence, 140 (46.67%) of secondary school students had average emotional intelligence, and 9(3%) of secondary school students possessed low emotional intelligence.

**Objective No. 2: Difference in emotional intelligence of secondary school students in Lawngtlai town with regard to –**

**1. Gender**

The emotional intelligence of secondary school students was compared based on gender. The scores of 122 males and 178 females were compared using the mean, standard deviation, and t-test. The analysis of emotional intelligence between male and female secondary school students of Lawngtlai town is shown in Table No. 2.

**Table 2**
**Emotional Intelligence based on gender**

| Gender | N | Mean | SD | SMED | t-value |
|---|---|---|---|---|---|
| Male | 122 | 19.63 | 3.89 | 0.43 | 2.59 |
| Female | 178 | 20.75 | 3.49 | | |

*Significant at the .05 level

From Table 2, the mean and standard deviation of male secondary school students are 19.63 and 3.89, respectively, while the mean and standard deviation of female secondary school students are 20.75 and 3.49, respectively. The computed t-value is 2.59, which is higher than the critical t-value at the .05 level of confidence. This implies that the difference in emotional intelligence of male and female secondary school students in Lawngtlai town is statistically significant at the 0.05 level of confidence. Therefore, the null hypothesis that states that there is no significant difference in the emotional intelligence of secondary school teachers in Lawngtlai town with regard to gender is rejected.
Hence, it is concluded that there is a significant difference between male and female secondary school students in their emotional intelligence in favour of female secondary school students, as they possess a higher mean value.

**2. Locale**
The score of emotional intelligence among 121 rural and 179 urban secondary school students of Lawngtlai town was computed. For comparison, the mean, standard deviation, and t-test were calculated from the scores, which are given in table no 3.

**Table 3**
**Emotional Intelligence based on locale.**

| Locale | N | Mean | SD | SMED | t-value |
|---|---|---|---|---|---|
| Rural | 121 | 20.38 | 3.27 | 0.4358 | 0.334 |
| Urban | 179 | 20.23 | 3.97 | | |

*Not significant at the .05 level

From Table 3, the mean and standard deviation of emotional intelligence among rural secondary school students are 20.38 and 3.27, respectively, while those of urban secondary school students are 20.23 and 3.97, respectively. The computed t-value is 0.33, which is lower than the critical t-value at the 0.05 level of confidence. This indicates that the difference in emotional intelligence between rural and urban secondary school students is not statistically significant at the 0.05 level.
Hence, it is conclude that there is no significant difference in emotional intelligence between rural and urban secondary school students.

**3. Parental Education**
The present study examined the difference in emotional intelligence among secondary school students based on parental education. Parental education for the study was divided into pre-matric, matric, higher secondary, graduate, and postgraduate. The group statistics of the samples - number, mean, standard

deviation, and standard error were calculated for the different parental education levels and are presented in the following table table no 4.

**Table 4**

**Data analysis of emotional intelligence based on parental education.**

| Class | N | Mean | Std. Deviation | Std. Error |
|---|---|---|---|---|
| Pre Matric | 111 | 20.42 | 3.53823 | .33583 |
| Matric | 78 | 20.24 | 3.75616 | .42530 |
| Higher Secondary | 49 | 20.65 | 3.64321 | .52046 |
| Graduate | 49 | 19.7755 | 3.65300 | .52186 |
| Post Graduate | 13 | 20.0769 | 5.20355 | 1.44320 |
| Total | 300 | 20.2933 | 3.69768 | .21349 |

The above table 4 shows that in emotional intelligence based on parental education, there are 111 pre-matric with the mean 20.42, standard deviation 3.52, and standard error .33. There are 78 matric qualifications where the mean is 20.24, standard deviation 3.75, and standard error .42530, with 49 higher secondary qualifications where the mean is 20.65, standard deviation 3.64, and standard error .52. The number of graduates is 49 with the mean 19.77, standard deviation 3.65, and standard error .5218. Postgraduate is 13 in number, with a mean of 20.07, a standard deviation of 5.20, and a standard error of 1.44.

The emotional intelligence of secondary school students of Lawngtlai town was compared based on their parental education using ANOVA. The detailed analysis is presented in the following Table No.5

**Table No. 5**

**Emotional intelligence based on parental education**

| | Sum of Squares | df | Mean Square | F | p value |
|---|---|---|---|---|---|
| Between Groups | 22.160 | 4 | 5.540 | .402 | .807 |
| Within Groups | 4066.027 | 295 | 13.783 | | |
| Total | 4088.187 | 299 | | | |

*Not significant at the .05 level

A cursory glance at the above Table 1.3 shows that the sum of squares between groups is 22.16 and the sum of squares within groups is 4066.02. The degrees of freedom between groups are 4, while the degrees of freedom within groups are 295, respectively. The mean square between groups and within groups is 5.54 and 13.78, respectively. The F-ratio, as shown above, is 0.40, which is lower than the critical F value at the .05 level of confidence. We can conclude that there is no significant difference in the emotional intelligence of secondary school students of Lawngtlai town based on their parental education.

**4. Management of Schools**

The scores of secondary school students in Lawngtlai town regarding the management of the schools were computed. The sample consisted of 300 secondary school students, out of which 147 were private school students, and 153 were government school students.

**Table 6**
**Data analysis of Emotional Intelligence based on Management.**

| Management | N | Mean | SD | SMED | t-value |
|---|---|---|---|---|---|
| Private | 147 | 20.06 | 4.19 | 0.4269 | 1.066 |
| Government | 153 | 20.52 | 3.14 | | |

*Not Significant at the .05 level

From Table 6, the mean and standard deviation of emotional intelligence among private secondary school students are 20.06 and 4.19, respectively, while those of government secondary school students are 20.52 and 3.14, respectively. The computed t-value is 1.06, which is lower than the critical t-value at the 0.05 level of confidence. This indicates that the difference in emotional intelligence between students from private and government secondary schools is not statistically significant at the 0.05 level of confidence. Hence, we conclude that there is no significant difference in emotional intelligence between secondary school students based on school management.

**DISCUSSION AND CONCLUSION:**

Based on the analysis of data collected, the following discussion was made, and conclusions were drawn:

1. Concerning emotional intelligence, the study revealed that the majority of the secondary school students fall under the average level of emotional intelligence. Similarly, a finding was observed by Bharadwaz and Hussain (2020), most students fall under the average level of emotional intelligence. This finding may be attributed to a lack of awareness about emotional intelligence among the secondary school students in Lawngtlai town. None of the lesson taught in schools foster improvement of emotional intelligence. There are no proper support systems to help students with their emotions, many parents are not very involved due to money or work problems, and schools mostly focus on marks and subjects instead of students' feelings and emotional growth.
2. In the present study, it was found that there was a significant difference in emotional intelligence regarding gender. Similarly, in the studies conducted by Edhayavarman and Sivasankati (2020), Bharadwaz and Hussain (2020), Ravindar (2021), Joshi and Dutta (2014), Lalventluanga and Lalnunfeli (2023), significant differences in emotional intelligence among secondary and higher secondary school students were found. Female secondary school students of Lawngtlai town have a higher level of emotional intelligence as compared to their male counterparts. Similarly, findings were observed by Joshi and Dutta (2014), Bharadwaz and Hussain (2020), Ravindar (2021), Lalventluanga and Lalnunfeli (2023 found that female secondary school students having high emotional intelligence. The reason behind the higher emotional intelligence of girls in Lawngtlai town may be attributed to the way girls are brought up in their families, or it may be that girls are often more open about their feelings and are encouraged to express emotions from a young age. In Mizo society, young girls are also given responsibilities at home, which may help them become more understanding, caring, and emotionally aware. This early experience might help them develop better emotional skills than boys.
3. There was no significant difference in the emotional intelligence of secondary school students in Lawngtlai town with regard to locale. Accordingly, the findings of Edhayavarman and Sivasankati (2020) found no significant difference in the emotional intelligence of students with respect to the location of the school. The reason behind the non-significant difference in the emotional intelligence of secondary school students of Lawngtlai town with regard to locale may be because both urban and rural secondary school students of Lawngtlai town share similar socio-cultural, educational facilities,

and emotional support systems that contribute equally to the development of students' emotional intelligence.

4. There was no significant difference in the emotional intelligence of secondary school students in Lawngtlai town concerning parental education. This finding is supported by Lalventluanga and Lalnunfeli (2023) and Edhayavarman and Sivasankati (2020). The reason behind the non-significant difference in the emotional intelligence of secondary school students may be that emotional intelligence is more influenced by personal experiences, environment, and relationships rather than just the level of education of the parents. Even parents with less education can teach their children values, empathy, and emotional skills through daily interaction and care. As students were brought up in the same community, they shared the same culture and values, which is why parental education does not influence the emotional intelligence of secondary school students in Lawngtlai town.
5. There was no significant difference in the emotional intelligence of secondary school students in Lawngtlai town regarding management of the school. To support the findings, Joshi and Dutta (2014) found no significant impact on emotional intelligence among secondary school students. A possible reason why there was no significant difference in emotional intelligence among secondary school students in Lawngtlai town with regard to the type of school management is that emotional intelligence is not primarily shaped by the administrative type of a school. Instead, it is more influenced by individual personality traits, family environment, peer relationships, and cultural background-factors that are likely to be similar across students in different school settings within the same town. Even though schools may differ in management style (e.g., government vs. private), they may still offer similar academic content, teacher-student interactions, and emotional support systems. As a result, the type of management may not lead to a significant difference in students' emotional development. Also, secondary school students of Lawngtlai town share the same values and were brought up in the same tradition and culture, which makes students have the same level of emotional intelligence.

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