

The Impact of Emotional Intelligence on Peer Relationships in Secondary Schools

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Abstract: *No one can question the truth of emotions as conscious experiences, thus even if they cannot be directly viewed by others, they may be deduced from overt conduct and verbal reports of introspection. Emotions are neither good nor bad by nature. It's quite simple to show emotion, but it may be challenging to do so to the appropriate degree and at the appropriate time and location. In actuality, every emotion gives us important and maybe lucrative information every minute of the day. The most talked-about phrase, "Emotional Intelligence," has its roots in the control of emotions. Experiences are the foundation for developing emotional intelligence. People's abilities continue to develop as a result of their experiences; they become more adept at managing their emotions, influencing others, and becoming socially adept. It includes being conscious of one's own talents, strengths, and shortcomings. There are several instances when emotional intelligence may be useful in day-to-day situations; nevertheless, it is also transient. The goal of the current research was to determine the emotional intelligence of secondary school pupils. Ninety kids were chosen as samples from several high schools in the Mysuru area, including both urban and rural ones. Following the examination and interpretation of all the data, it was discovered that 82 pupils had high emotional intelligence, 7 had normal emotional intelligence, and none had poor emotional intelligence.*

Keywords: Emotional Intelligence, Secondary School Students, Adolescence

I. INTRODUCTION

Education is important for everyone in India, not only for prosperity and competition but also for social stability. The act of imparting information to others and learning from others is akin to education. India possesses the world's top institutions and has always been a key hub for learning. India now has the second-biggest number of students and one of the greatest number of higher education institutes worldwide. The quality of education has grown in importance for emerging countries. Government and non-governmental organizations have both made advancements in education to keep up with the rapidly changing global landscape.

For everyone to thrive in life and gain something new, education is an essential tool. The growth of a clever and healthy society depends on both men and women, thus it is necessary for both. Since education gives people the ability to reach all of their strength and advancement, it will assist in transforming a person into a better and more responsible citizen. It is essential for future success and for having a lot of options in life.

One of the most crucial times in a student's life is their time in secondary school. It serves as the connection between elementary and postsecondary education. Both lower secondary education (ages 11 to 14) and upper secondary education (ages 14 to 18) are offered by some secondary schools. It is the period when children's mental, emotional, and physical growth is at its best. The years before secondary education are included in primary school. Secondary school education's primary goal is to foster students' overall growth, enhance their academic and practical abilities, increase their employability, foster a scientific mindset, and encourage positive change in them. In addition to this, secondary education needs to be founded on a national curriculum framework that includes a common core and additional adaptable elements.

The ability to keep an eye on one's own emotions as well as those of others and distinguish between them is known as emotional intelligence. Understanding, self-management, self-awareness, social awareness, learning, reasoning, creativity, planning, critical thinking, problem solving, and abstract thought are among the abilities that fall under this category.

The ability to integrate empathy, intellect, and emotions to comprehend cognition is another aspect of emotional intelligence, which has an impact on our communication, relationships, learning, and health.

Emotional Intelligence Divided Into Four Key Abilities

- Thinking and reasoning using emotions.
- Managing and regulating emotions
- Perceiving and identifying emotions and
- Understanding emotions and how they change

Need and importance of the study

Our everyday interactions and adjustments, as well as our academic success and work performance, may all be impacted by emotional intelligence. For secondary school pupils to swiftly get over their test anxiety and start answering the questions, as well as to overcome boredom and stay focused throughout boring themes, emotional intelligence is crucial.

Subjects that need an understanding of or even instillation of human emotions, such as theater, history, English, and the creative arts, greatly benefit from emotional intelligence. Additionally, it facilitates the development of solid bonds between instructors and students.

Better social, mental, and physical health may result from emotional intelligence. Students who possess it are less likely to experience anxiety or depression and are more likely to be engaged, socially active, in excellent physical condition, and feel well. The primary purpose of emotional intelligence is to help students learn self-regulation, improve their academic performance, and acquire skills for both their personal and professional life.

The aforementioned explanation makes it abundantly evident that emotional intelligence aids in a person's success in a variety of ways while preserving their happiness, education, and personal development.

II. REVIEW OF RELATED LITERATURE

Reviewing relevant literature serves the primary purpose of gaining information about the subject and the current research, as well as presenting that knowledge in the form of a written report.

Le page Lees (1997): Ford's study shed insight on the function of emotional intelligence in the classroom. 104 male African American college students from metropolitan regions participated. He investigated how academic resilience is facilitated by psychosocial variables, such as emotional intelligence quotient. The findings showed that the only factor significantly influencing academic resilience was emotional intelligence quotient.

Bharadwaj (1998): investigated the potential for emotional intelligence in a sample of 600 pupils using a two-group design, comparing students of both genders. The twelve separate investigations highlighted the fact that females are more emotionally intelligent than boys. Boys are better at controlling and expressing their emotions.

Koifman (1998): investigated the connection between creativity and the link between emotional intelligence (Q) and cognitive intelligence. Grade point averages were shown to be a measure of IQ, while the EQ-1 was found to be a measure of emotional intelligence. Additionally, EQ was found to be substantially correlated with subjective life satisfaction ($r=0.55$, $P<001$) and creativity ($r=0.41$, $P<001$). There was no discernible relationship between IQ and EQ or between IQ and creativity.

Kim and Kim (1999): examined the construct validity and reliability and examined the connections between children's cognitive capacity and emotional intelligence (EI). In this research, 973 youngsters between the ages of 3 and 6 made up the sample. Six components of children's emotional intelligence (EI) were found in the results.

Sharma (2000): discussed the concept and characteristics of emotional intelligence. Emotional intelligence is described as a type of social intelligence involving recognition and management of emotions and feelings in self and others for motivating self and dealing effectively with others".

Corso (2001): investigated the connection between adolescent giftedness and emotional intelligence. Participants (N=100) were 12–16-year-old adolescents who were admitted into Western Kentucky University's summer youth program for talented students in math and language. When kids took the EQ-1, their parents compared the students' scores in five different emotional intelligence domains on a five-point Likert scale. The gifted adolescents' overall EQ was considerably higher than that of their non-gifted peers of the same age. The aforementioned studies have shown the importance of emotional intelligence (EI) in relation to social and emotional competences, which are thought to be essential for academic achievement.

Anjum Sibia and Girishwas Misra (2004): investigated the country's emotional intelligence (EI) within the sociocultural framework of India. Based on the viewpoints of individuals (parents, educators, and children) in modern Indian culture, an effort has been undertaken to identify the indigenous concept of emotional intelligence. According to the research's findings, the Indian perspective on emotional intelligence is context-sensitive and emphasizes how society and family influence an individual's emotions.

Katyal (2005): Studied the gender difference in emotional intelligence among adolescents of Chandigarh. 150 students of 8th class from different government schools from Chandigarh were selected randomly. The data were collected through standardized emotional intelligence tests. The findings revealed that girls were found to have greater emotional intelligence than that of boys.

Ajay Kumar Bhimrao Patil (2006): Emphasized that there is no significance difference between emotional intelligence of male and female students. It was also stated that emotional intelligence and academic achievement are significantly related.

Statement of the study

- A study on Emotional Intelligence among secondary school students

Objectives of the study

- To assess the level of Emotional Intelligence among secondary school students.
- To study the significant difference between boys and girls with respect to Emotional Intelligence among secondary school.
- To study the significant difference between urban and rural of secondary school students with respect to their Emotional Intelligence.
- There is no significant difference between Urban Boys & Girls of secondary school students with respect to their Emotional Intelligence.
- There is no significant difference between Rural Boys & Girls of secondary school students with respect to their Emotional Intelligence.

Hypothesis of the study

- There is no significant difference between boys and girls with respect to their Emotional Intelligence among secondary school.
- There is no significant difference between urban and rural secondary school with respect to their Emotional Intelligence.
- There is no significant difference between Urban Boys & Girls of secondary school students with respect to their Emotional Intelligence.
- There is no significant difference between Rural Boys & Girls of secondary school students with respect to their Emotional Intelligence.

Variable of the study

- Main variable – "Emotional Intelligence"
- Background variable
- Girl / Boy
- Rural / Urban

Operational definitions

Emotional Intelligence: The ability to adapt to changing circumstances is referred to as intelligence. This idea describes how different people learn to think and reason well, as well as how to interact with their surroundings in a way that suits them. Performance was formerly believed to be the result of certain skills, collectively referred to as intelligence. But more and more people are realizing that emotions play an equal or even greater role in performance than intellect. As a result, the idea of EQ has gained popularity, especially in the management sciences. In a contradictory way, emotions are essential for logical thought and behavior as well as for thinking. Employees with emotional intelligence are inspired to explore their own potential and purpose, and their core values and goals are activated, turning them from thoughts to actions. Being emotionally intelligent allows us to recognize and comprehend our own and other people's emotions, react to them correctly, and use the knowledge and energy of emotions in our everyday lives and at work.

Methodology of the study

Descriptive/survey method will be used to study the "Emotional Intelligence scale among secondary school students".

Sample of the study

The students studying in different types of high school affiliated to the Karnataka state educational department become the total population of the study, among the total population sample select from Mysore district.

Tool used for the study

Researcher used the standardized tool "Emotional intelligence scale" by Ankul Hyde, Sanjyot Pethe and Upinder Dhar (English). The items of the scale were constructed on the basis of the opinion of teachers, parents and pupils obtained through unstructured interview and going through literature as well.

Variable Measure	Tool Used	Developed By	Publications
Emotional Intelligence scale	Emotional Intelligence scale For Children	Ankul Hyde (Indore) Sanjyot Pethe (Ahmedabad) Upinder Dhar (Indore)	National psychological corporation, AGRA

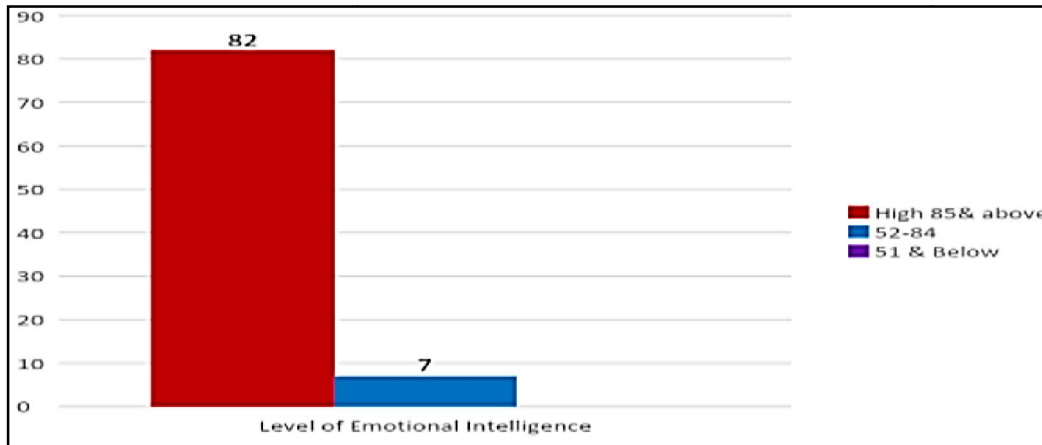
Analysis and interpretation of data

Data will be analyzed by appropriate statistical techniques manually and by using SPSS software.

- **Descriptive Statistics:** Mean, standard deviation and percentile analysis.
- **Inferential Statistics:** "t-test".

Objectives 1: To assess the level of Emotional Intelligence among secondary school students.

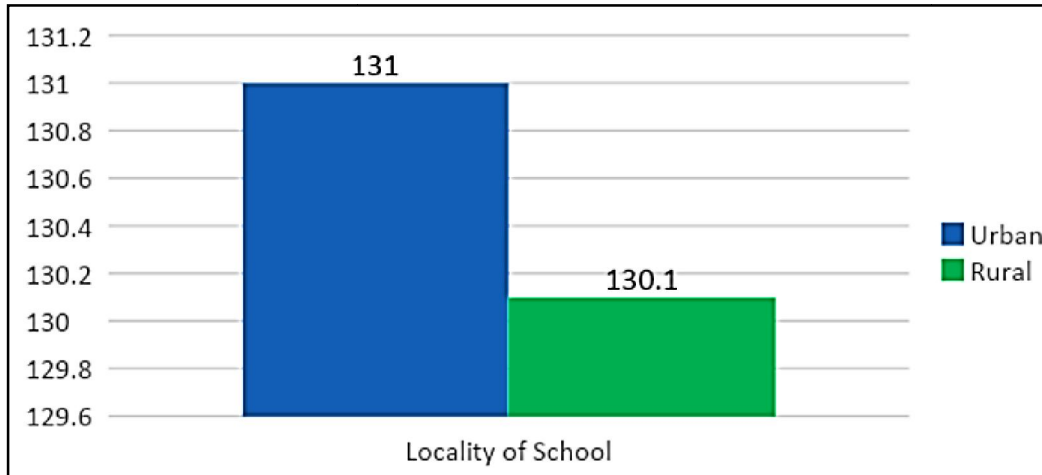
Sr. No.	Level of Emotional Intelligence	Range of Raw scores	No of Students	
			No	%
1	High	85 and above	82	92.13
2	Normal	52-84	7	7.86
3	Low	51 and below	0	0



Hypothesis 1: There is no significant difference between Rural & Urban secondary school students with respect to their Emotional Intelligence.

Sr. No.	Locality of School	N	Mean	SD	df	"t"	Remarks
1	Rural	47	130.10	17.38	87	0.2170	Accepted
2	Urban	42	131	21.69			

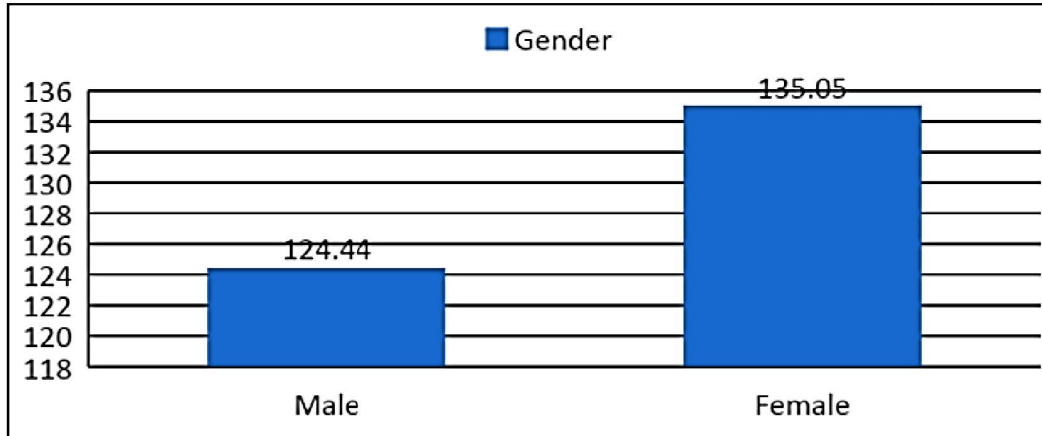
Above table shows that the obtained "t" value is less than "t" value of df 87 at 0.05 level of significant. That is the null hypothesis is accepted and it is concluded that there is no significant difference between Rural & Urban secondary school students with respect to their Emotional intelligence.



Hypothesis 2: There is no significant difference between Boys & Girls secondary school students with respect to their Emotional Intelligence.

Sr. No.	Type of School Board	N	Mean	SD	df	"t"	Remarks
1	Boys	38	124.44	24.14	87	2.633	Rejected
2	Girls	51	135.05	13.56			

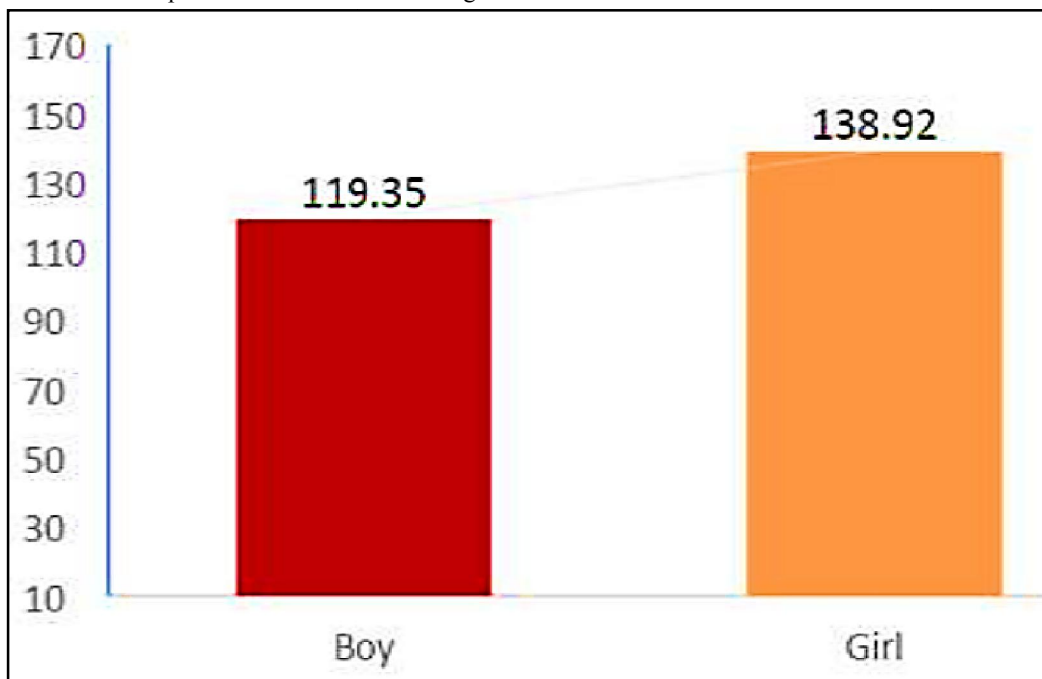
Above table shows that the obtained “t” value is more that “t” value of df 87 at 0.05 level of significant. That is the null hypothesis is rejected and it is concluded that there is a significant difference between Boys & Girls secondary school students with respect to their Emotional intelligence.



Hypothesis 3: There is no significant difference between Urban Boys & Girls of secondary school students with respect to their Emotional Intelligence.

Sr. No.	Urban B/G	N	Mean	SD	df	“t”	Remarks
1	Boys	17	119.35	26.76	40	3.2116	Rejected
2	Girls	25	138.92	12.20			

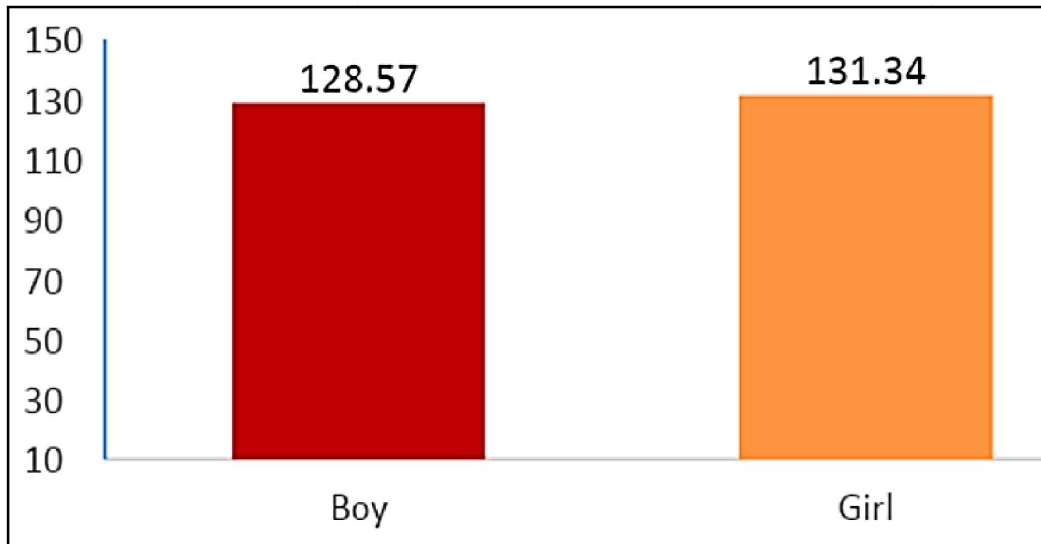
Above table shows that the obtained “t” value is more that “t” value of df 40 at 0.05 level of significant. That is the null hypothesis is rejected and it is concluded that there is a significant difference between Urban Boys & Girls secondary school students with respect to their Emotional intelligence.



Hypothesis 4: There is no significant difference between Rural Boys & Girls of secondary school students with respect to their Emotional Intelligence.

Sr No	Rural B/G	N	Mean	SD	df	"t"	Remarks
1	Boys	21	128.57	20.91	45	0.5455	Accepted
2	Girls	26	131.34	13.76			

Above table shows that the obtained "t" value is less than "t" value of df 45 at 0.05 level of significant. That is the null hypothesis is accepted and it is concluded that there is no significant difference between Rural Boys & Girls secondary school students with respect to their Emotional intelligence.



Major findings of the study

- The purpose of the study was to know the level of Emotional Intelligence among the secondary school students of rural and urban.
- The study was conducted to 89 students out of which,
- 82 students are having high level of Emotional Intelligence.
- 7 students are having normal level of Emotional Intelligence.
- No students are having low level of Emotional Intelligence.
- There is no significant difference between Rural & urban secondary school students with respect to their Emotional Intelligence and also found that there is a significant difference between Boys & Girls secondary school students with respect to their Emotional intelligence and also with respect to their Urban Locality but there is no significant difference between Rural Boys & girls secondary school students with respect to their Emotional intelligence.

Limitations of the study

- The study is limited to secondary school students (8 &9).
- This study is limited to the Mysore district.
- This study is only conducted for rural and urban students.

Educational implications

The analyzed data helps to know the level of Emotional Intelligence among secondary school students. Since all of the students are having extremely high emotional intelligence are able to keep a check on their emotions better and also

around them by mentoring or taking counseling for better improvements. This can help students as well as teachers to develop ability to monitor one's own and others feelings and emotions, also it increases self-awareness, self-regulation, social skill, empathy and motivation. It also achieves aims and objectives in education.

Suggestions for future study

- This study can be conducted to individuals residing in any and many parts of the world.
- This study can be conducted for students and even adults 13 and above.
- The study can be extended to different types of school and students like CBSE, SBSE and ICSE individually and altogether.
- The number of samples collected for the said survey can be as many as possible.

III. CONCLUSION

The research on secondary school students' emotional intelligence (EI) emphasizes how important EI is to their general psychological health, interpersonal interactions, and academic achievement. According to the research, pupils with greater emotional intelligence are more resilient, self-reliant, and socially adaptive, all of which enhance stress management and provide a healthy learning environment. The research also emphasizes how crucial it is to include social-emotional learning (SEL) programs into school curriculum in order to improve kids' coping mechanisms, empathy, and emotional awareness. The need of a comprehensive approach to education that fosters both cognitive and emotional abilities is further highlighted by the impact that peers, parents, and instructors have on the development of emotional intelligence. In summary, developing emotional intelligence in secondary school pupils may have long-term advantages such as enhanced academic performance, greater mental health, and more solid interpersonal bonds. EI-focused interventions should be given top priority by educational institutions and policymakers in order to provide students the tools they need to overcome obstacles and succeed in both their academic and personal lives.

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