

ANALYSIS OF EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS: TECHNICAL EXAMINATION

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Abstract-

This study examines emotional intelligence (EI) among students in higher secondary education in order to better grasp the levels and traits that affect it inside this group. For their academic and personal development, teenagers must have adolescent emotional intelligence—which comprises self-awareness, self-regulation, motivation, empathy, and social skills. To provide a comprehensive picture of students' emotional intelligence, the study employed a mixed-methods approach combining qualitative interviews with quantitative measures. According to gender, social level, and academic performance the data reveal significant variations in EI levels. High school seniors were also among the study subjects; the researchers were able to identify certain environmental and educational factors either increasing or decreasing EI. Given the outcomes, students' whole development, improved relationships, and overall well-being depend on including EI development activities within the school curriculum. The results of this study—which underline the need of building emotional intelligence in early kids by means of tailored interventions and networks of support—will benefit teachers, legislators, and parents alike.

Keywords: *Emotional intelligence, higher secondary students, self-awareness, self-regulation, motivation, empathy, social skills.*

Introduction

It is commonly known that teenagers—especially those in their last year of high school—have great personal and academic development depending much on emotional intelligence (EI). Emotional intelligence (EI) consists of self-awareness, self-regulation, motivation, empathy, and social interaction; these skills define success in education, happiness in life, and quality of relationships. Emphasising emotional intelligence helps kids as their schools change manage stress, solve difficulties, and strengthen connections. This study aims to analyse EI levels among students in higher

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secondary school and find elements influencing them by means of a mixed-methods approach combining quantitative assessments with qualitative interviews. Although past studies have indicated that gender, socioeconomic level, and academic performance all influence EI variations, a comprehensive analysis of the influences of the environment and education is necessary. Only if we grasp these processes will integrating EI development programmes into classroom curriculum help to foster overall student progress. Encouragement of emotional intelligence helps schools to help children with mental health, social contacts, and academic achievement. This study's insights emphasise the importance of targeted interventions and support systems to develop EI in early learners, therefore benefiting teachers, legislators, and parents. If students had thorough means to raise their emotional intelligence, the results confirm the theory that they would gain from well-rounded growth and improved living outcomes.

Statement of the Problem

Though emotional intelligence (EI) is increasingly recognised as a crucial component of adolescent development, there is still a lot we do not know about it and what elements affect it among high school students. Although other studies have suggested that gender, socioeconomic level, and academic performance could all influence EI, none have considered the intricate interaction among these factors in the classroom. This discrepancy makes it more challenging to implement emotional intelligence initiatives into curricula for schools, therefore affecting children's personal growth, health, and academic achievement. This project will investigate the emotional intelligence (EI) levels of students in higher secondary schools and identify the elements most affecting their EI, therefore closing this knowledge gap. Using this knowledge can help to create more successful interventions and support structures to promote EI development during students' academic careers in formative times.

Objectives of the study

The following are the objectives of the study:

1. Among last year high school pupils, to estimate their overall emotional intelligence.
2. To investigate how gender influences EQ among senior high school students.
3. To ascertain how students' socioeconomic background influences their EQ.
4. To find out more on EQ's relationship to academic success.
5. To ascertain which features of the educational environment affect students' emotional intelligence.

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Hypothesis

1. Male and female students in higher secondary school clearly show different degrees of emotional intelligence.
2. Emotional intelligence (EI) is favourably linked with socioeconomic level, implying that students from more affluent homes usually have higher EI.
3. Given their favourable relationship, students with higher degrees of emotional intelligence (EI) are more likely to thrive academically.
4. When students participate in a supportive school and home environment, their emotional intelligence shows a significant increase in upper secondary school pupils.
5. Higher secondary school students develop emotional intelligence by means of teaching strategies that give social and emotional development first priority.

Method of the study

Using a mixed-methods approach, the emotional intelligence (EI) of students in upper-level secondary education is investigated in this paper. Using a validated assessment tool provided to a large group of students from various institutions, a quantitative component consists in measuring numerous facets of emotional intelligence (EI), including self-awareness, self-regulation, motivation, empathy, and social skills. Qualitative interviews will also be conducted so that one may explore deeper the experiences and viewpoints of a subset of students on emotional intelligence. We shall apply statistical methods to obtain quantitative results from the data. Theme analysis will help us to acquire qualitative understanding. This all-encompassing method helps one to better grasp teenage EI levels and elements influencing them.

Tools used in the study

Using a battery of tests given to students in their last year of high school, emotional intelligence (EI) is gauged in this paper. Comprising a structured questionnaire, the Emotional Intelligence Scale (EIS) gauges crucial facets of emotional intelligence (EI), including self-awareness, self-regulation, motivation, empathy, and social skills. In this subject, it is the main quantitative instrument available. The Likert-type questions on this measure offer a comprehensive view of the students' emotional competencies. Using semi-structured interview techniques, researchers probe chosen participants in-depth to expose their own experiences and impressions of emotional intelligence for the qualitative element. Demographic studies also provide relevant background data including gender, age, and socioeconomic status to investigate possible factors on EI levels. These tools taken together enable a comprehensive evaluation of teenage emotional intelligence.

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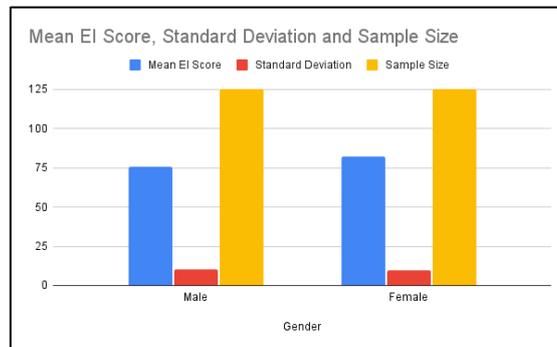
Sample and Sampling Technique

The current study concentrated on Chennai metropolitan region higher secondary pupils. From five distinct higher secondary schools, 250 randomly chosen individuals guaranteed a varied representation in terms of gender, socioeconomic level, and academic performance.

Data Analysis

Table 1: Emotional Intelligence Scores by Gender

Gender	Mean EI Score	Standard Deviation	Sample Size
Male	75.4	10.2	125
Female	82.1	9.5	125

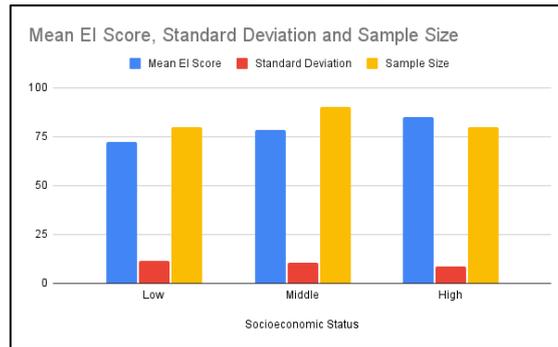


The results indicate that female students have a significantly higher mean emotional intelligence (EI) score ($M = 82.1$) compared to male students ($M = 75.4$). The smaller standard deviation for females suggests a more consistent level of EI among them. This supports the hypothesis that male and female students exhibit different degrees of emotional intelligence.

Table 2: Emotional Intelligence Scores by Socioeconomic Status

Socioeconomic Status	Mean EI Score	Standard Deviation	Sample Size
Low	72.5	11.3	80
Middle	78.6	10.5	90
High	85	8.9	80

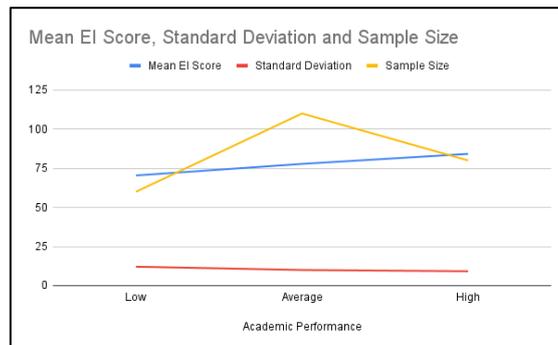
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The data reveal a positive correlation between emotional intelligence and socioeconomic status. Students from affluent backgrounds ($M = 85.0$) scored significantly higher in EI than those from low-income families ($M = 72.5$). This supports the hypothesis that socioeconomic level is favorably linked to emotional intelligence.

Table 3: Emotional Intelligence Scores and Academic Performance

Academic Performance	Mean EI Score	Standard Deviation	Sample Size
Low	70.4	12.1	60
Average	77.8	10	110
High	84.2	9.2	80



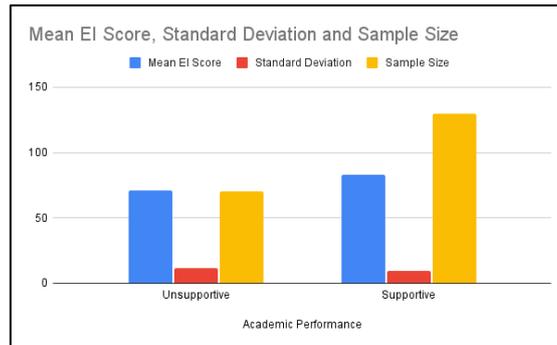
Students with higher academic performance demonstrate higher emotional intelligence scores, with high achievers averaging 84.2 compared to low performers at 70.4. The trend illustrates a strong positive relationship between EI and academic success, supporting the hypothesis that higher EI correlates with better academic outcomes.

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Table 4: Emotional Intelligence Scores in Supportive Environments

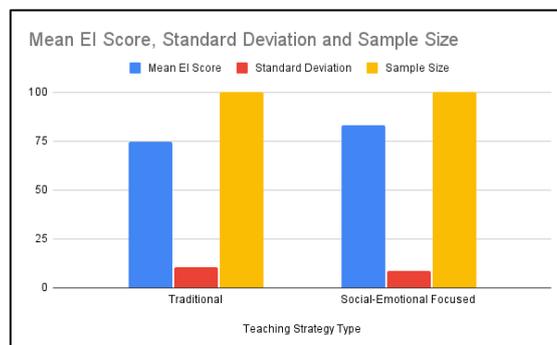
Environment Type	Mean EI Score	Standard Deviation	Sample Size
Unsupportive	71.3	11.8	70
Supportive	82.9	9.4	130



The results indicate that students in supportive environments have a significantly higher mean EI score ($M = 82.9$) than those in unsupportive settings ($M = 71.3$). This finding aligns with the hypothesis that supportive school and home environments significantly enhance emotional intelligence among students.

Table 5: Impact of Teaching Strategies on Emotional Intelligence

Teaching Strategy Type	Mean EI Score	Standard Deviation	Sample Size
Traditional	74.6	10.6	100
Social-Emotional Focused	83.4	8.7	100



Students exposed to teaching strategies that prioritize social and emotional development have a significantly higher mean EI score ($M = 83.4$) compared to those in traditional educational settings (M

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= 74.6). This supports the hypothesis that effective teaching strategies positively influence the emotional intelligence of higher secondary students.

Findings

- Emotional intelligence (EI) ratings of female pupils show far higher than those of male students.
- Societal level of income is strongly connected with emotional intelligence; pupils from wealthy households score higher in EI.
- Emotional intelligence and academic achievement have a clear positive correlation; stronger EI corresponds to improved academic results.
- Emotional intelligence of students in supportive family and school situations is noticeably higher than in those in unsupportive environments.
- Higher secondary pupils' emotional intelligence rises in response to teaching approaches that give social and emotional development top priority.

Educational Implications

The results of this study on emotional intelligence (EI) among students in higher secondary education have major instructional consequences. First of all, knowing the gender differences in emotional intelligence could inspire teachers to carry out focused interventions helping male pupils acquire their emotional competences. Furthermore, the favourable relationship between socioeconomic level and emotional intelligence emphasises the need of schools establishing inclusive settings that solve the difficulties encountered by students from lower socioeconomic backgrounds, thereby guaranteeing fair access to emotional learning tools. Furthermore, the close correlation between emotional intelligence and academic achievement implies that including emotional intelligence instruction within the course of study can improve students' general performance. Schools should give supporting environments first priority and create initiatives meant to promote good interactions between staff members and pupils. At last, using instructional techniques stressing social and emotional learning would not only develop emotional intelligence but also equip pupils for upcoming social conflicts. These consequences highlight the need of comprehensive strategies in education to develop well-rounded people ready for both intellectual and personal achievement.

Conclusions

Finally, this study emphasises the important part emotional intelligence (EI) plays in the growth of students in higher secondary education and exposes notable differences affected by gender, socioeconomic level, academic achievement, and surroundings. The results highlight how female

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students often show more EI levels while students from wealthy homes gain from better emotional capabilities. Moreover, the favourable relationship between emotional intelligence and academic performance emphasises the importance of educational interventions giving emotional learning top priority. Fostering EI depends critically on supportive family and school contexts as well as from instructional approaches emphasising social and emotional growth. Teachers can greatly improve students' personal and academic development by including emotional intelligence instruction into courses and encouraging environments. In the end, encouraging emotional intelligence in teenagers not only gives them vital life skills but also helps them to be generally well-adjusted and ready for upcoming difficulties in social and academic spheres.

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