

A STUDY OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-CONFIDENCE

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ABSTRACT

The present research aims to examine the emotional intelligence of secondary school students in relation to their self-confidence. The current study targeted a population of 200 secondary school students of Chandigarh. Based on the results, it was established that there is a significant positive correlation between emotional intelligence and self-confidence. Descriptive survey was done for the collection of data. The data was analyzed statistically by using mean, S.D., t-test, 2×2 ANOVA and Pearson's coefficient of correlation (r). Findings of the study revealed that no significant relationship exists between emotional intelligence and self-confidence in secondary school students. The study recommended that stakeholders in education needed to identify and understand the psychological needs of adolescents. Study, recommends future research on how emotional intelligence fluctuates and test if emotional intelligence can be taught by implementing workshops and counseling.

Keywords: Emotional intelligence, self-confidence

Introduction

Emotional intelligence refers to the capacity for recognizing one's own feelings and those of others, for motivating and managing emotions in one's own self and one's relationship. It is being able to monitor the feelings and emotions to discriminate among them and to use this to guide thinking and emotions. Woolfork, Hughes and Walkup (2008) defined emotional intelligence as the ability to process emotional information accurately and efficiently. Craig, Stefanie Amy and Joanna et al., (2013) defined emotional intelligence as the ability to perceive emotions to access and generate emotions so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. Yip, Stein, Cote and Carney

(2020) defined emotional intelligence (EI) as a set of adaptive skills that involve emotions and emotional information. Self-confidence plays an intrinsic role in the development of personality and acts as an essential aspect in human life. Self-confidence is not a skill to be acquired, it is an attitude, which comes from inside. Pierce and Gadner (2004) defined it as the degree to which an individual believes him / herself to be capable, significant, and worthy. Stevens (2005) refers it to a person's expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a person's potential is realized.

Review of Literature

Abbas and Junaid-ul-haq (2011) assessed the relationship between emotional Intelligence and self esteem on a data of 240 students and

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employees (120 male and 120 female). The results showed that emotional intelligence and self esteem were positively correlated and significant. Females tend to be more emotionally intelligent and intimate in their relationships as compared to males, so their emotional intelligence ought to be higher than that of males and males showed higher self esteem than females.

Aggarwal and Bhalla (2014) examined the relationship between emotional intelligence of adolescents in relation to their creativity. Study was conducted on a sample of 150 senior secondary school students. The results of the study showed that there is a significant positive correlation between emotional intelligence and creativity.

Orluwene and Wachikwu (2014) conducted a study on 430 teachers of Obio/Akpor Local Government area of Rivers State, Nigeria and investigated how the dimensions of emotional intelligence can predict teachers' job involvement and found that emotional intelligence and its dimensions had significant predictions on teachers' job involvement. Again that self-awareness had the highest prediction followed by self management, social awareness and then relationship management.

Aggarwal (2013) conducted a study of the academic achievement of 400 high school students of Shimla district of Himachal Pradesh in relation to emotional intelligence, emotional maturity and self-confidence. The study concluded that there was no significant difference in the academic achievement of high school students in relation to high and low levels of emotional intelligence and self-confidence.

Upadhyay, Talwar, Tiwari and Gujral (2020) conducted a study on self-confidence and a demeanor to emotional intelligence on a sample of 157 individuals and the results demonstrated

that emotional intelligence and self-confidence are very important parts of individuals' satisfaction and happiness and also important perimeters of personal and professional success.

Hypotheses

1. There will be no significant difference in the emotional intelligence of male and female secondary school students.
2. There will be no significant difference in the self-confidence of male and female secondary school students.
3. There will be no significant difference in the emotional intelligence of government and private secondary school students.
4. There will be no significant difference in the self-confidence of government and private secondary school students.
5. There will be no significant difference in the emotional intelligence of secondary school students in relation to their self-confidence.
6. There will be no significant interactional effect of self-confidence and gender on the emotional intelligence of secondary school students.
7. There will be no significant interactional effect of self-confidence and type of school on the emotional intelligence of secondary school students.
8. There will be no significant correlation between emotional intelligence and self-confidence of secondary school students.
9. There will be no significant correlation between emotional intelligence and self-confidence of female students of secondary school.
10. There will be no significant correlation between emotional intelligence and self-confidence of male students of secondary school.

Material and Methods

This research uses quantitative methods that are associative in nature. The population in

this study were 200 secondary school students of class 10th of Chandigarh, out of these, 100 government school students (50 males and 50 females) and 100 private school students (50 males and 50 females) were taken randomly. Sampling in this study is the random sampling technique.

Tools used

1. Mangal Emotional Intelligence Inventory (MEII) developed by Mangal and Mangal (2009)
2. Agnihotri's Self-Confidence Inventory (ASCI) developed by Agnihotry (1987)

Design of the study

The present study was designed to determine the emotional intelligence in relation to the self-confidence of secondary school students of Chandigarh. The present investigation falls in the domain of descriptive survey. It was done through

a survey method with the objective of analyzing, comparing, interpreting the existing status. The independent variable in the study is emotional intelligence and the dependent variable is self-confidence. A systematic procedure is applied to collect data, which helps to test hypotheses of the study.

Statistical techniques used

The statistical analysis used in the study is descriptive statistics including Mean, Standard Deviation, t-test, the data was further tested by 2X2 ANOVA and Pearson Correlation.

Results and discussion

Hypothesis 1

Table1: Results showing mean, S.D. and t-value on emotional intelligence and its various dimensions between male and female secondary school students

Dimensions of Emotional Intelligence	Mean(M)		S.D.		t-value	Level of Significance
	M ₁ (Male=100)	M ₂ (Female=100)	S.D. ₁ (Male)	S.D. ₂ (Female)		
Intra Personal Awareness	13.58	13.31	3.15	2.97	0.622	Not Significant
Inter Personal Awareness	12.61	12.58	3.30	3.15	0.066	Not Significant
Intra Personal Management	14.10	14.32	3.93	3.44	0.421	Not Significant
Inter Personal Management	13.16	12.94	2.36	2.80	0.599	Not Significant
Total Emotional Intelligence	53.45	53.15	6.91	6.50	0.316	Not Significant

Table1 reflects that the mean scores of emotional intelligence of male and female secondary school students do not differ significantly. Thus, the null hypothesis that there is no significant difference in the emotional intelligence of male and female secondary school students has been accepted.

Hypothesis 2

Table 2: Results showing mean, S.D. and t-value of self-confidence between male and female secondary school students

Variable	M ₁ (Male=100)	M ₂ (Female=100)	S.D. ₁ (Male)	S.D. ₂ (Female)	t-value	Level of Significance
Self-confidence	26.38	28.06	7.95	8.04	1.485	Not Significant

Table 2 reflects that the mean scores of self-confidence of male and female secondary school students do not differ significantly. Thus, the null hypothesis that there is no significant difference in the self-confidence of male and female secondary school students has been accepted.

Hypothesis 3

Table 3: Results showing mean, S.D. and t-value of emotional intelligence between government and private secondary school students

Dimensions of Emotional Intelligence	M ₁ (Government=100)	M ₂ (Private=100)	S.D. ₁ (Government)	S.D. ₂ (Private)	t-value	Level of Significance
Intra Personal Awareness	13.78	13.11	3.05	3.04	1.552	Not Significant
Inter Personal Awareness	12.68	12.51	2.97	3.47	0.372	Not Significant
Intra Personal Management	14.04	14.38	3.75	3.62	0.651	Not Significant
Inter Personal Management	13.02	13.08	2.47	2.72	0.163	Not Significant
Total Emotional Intelligence	53.52	53.08	6.77	6.65	0.463	Not Significant

Table 3 reflects that the mean scores of emotional intelligence of government and private secondary school students do not differ significantly. Thus, the null hypothesis that there is no significant difference in the emotional intelligence of government and private secondary school students has been accepted.

Hypothesis 4

Table 4: Results showing mean, S.D. and t-value of self-confidence between government and private secondary school students

Variable	M ₁ (Government=100)	M ₂ (Private=100)	S.D. ₁ (Government)	S.D. ₂ (Private)	t-value	Level of Significance
Self-confidence	27.01	27.43	8.95	7.00	0.36	Not Significant

Table 4 reflects that the mean scores of self-confidence of government and private secondary school students do not differ significantly. Thus, the null hypothesis that there is no significant difference in the self-confidence of government and private secondary school students has been accepted.

Hypothesis 5

Table 5: Mean differentials in emotional intelligence of secondary school students in relation to their self-confidence

Dimensions of Emotional Intelligence	M ₁ (High=54)	M ₂ (Low=54)	S.D. ₁ (High)	S.D. ₂ (Low)	t-value	Level of Significance
Intra Personal Awareness	12.87	14.81	2.85	3.58	3.11	Significant at 0.01 level
Inter Personal Awareness	12.12	13.35	3.39	3.17	1.93	Not Significant
Intra Personal Management	14.79	13.66	4.30	3.69	1.46	Not Significant
Inter Personal Management	12.98	13.18	2.39	2.45	4.37	Significant at 0.01 level
Total Emotional Intelligence	52.77	55.01	6.48	6.56	1.78	Not Significant

Table 5 reflects that the mean scores of emotional intelligence of secondary school students in relation to their self-confidence (high and low) do not differ significantly. Thus, the null hypothesis that there is no significant difference in the emotional intelligence secondary school students in relation to their self-confidence has been accepted.

Hypothesis 6

Table 6: Main Interactional Effect of self-confidence and gender on the emotional intelligence of secondary school student

Summary of ANOVA					
Source	Type III Sum of Squares	df	Mean Square	F-value	Level of Significance
Among group	561132.56	1	561132.56	-	-
Self-confidence	124.49	1	124.49	2.797	Not Significant
Gender	0.99	1	0.99	0.022	Not Significant
Self-confidence*Gender	82.74	1	82.74	1.859	Not Significant
Within group	577114.00	200	-	-	-
Total	8936.00	199	-	-	-

Table 6 reflects that secondary school students do not differ in their emotional intelligence in relation to their gender and self-confidence. Thus, the null hypothesis that there will be no significant interactional effect of self-confidence and gender on the emotional intelligence of secondary school students has been accepted.

Hypothesis 7

Table 7: Main Interactional Effect of self-confidence and type of school on the emotional intelligence of secondary school students.

Summary of ANOVA					
Source	Type III Sum of Squares	df	Mean Square	F-value	Level of Significance
Among group	568178.00	1	568178.00	-	-
Self-confidence	392.00	1	392.00	9.245	Significant at 0.01 level
type of school	4.50	1	4.50	0.106	Not Significant
Self-confidence* type of school	228.98	1	228.98	5.400	Significant at 0.05 level
Within group	577114.00	200	-	-	-
Total	8936.00	199	-	-	-

Table 7 reflects that secondary school students partially differ in their emotional intelligence in relation to their type of school and self-confidence. Thus, the null hypothesis that there will be no significant interactional effect of self-confidence and type of school on the emotional intelligence of secondary school students", has been partially accepted.

Hypothesis 8

Table 8: Results showing correlation between various dimensions of emotional intelligence and self-confidence of secondary school students

Dimensions of Emotional Intelligence	Intra Personal Awareness	Inter Personal Awareness	Intra Personal Management	Inter Personal Management	Total Emotional Intelligence
Self-Confidence	-0.321**	-0.194**	0.184**	-0.020	-0.147*

Table 8 reflects that the coefficient of correlation between intra personal management with self-confidence came out to be 0.184, which is positively significant at 0.01 level of significance. Thus, the null hypothesis that there is no significant correlation between emotional intelligence and self-confidence of secondary school students has not been accepted at 0.05 level of significance.

Hypothesis 9

Table 9: Results showing correlation between emotional intelligence and self-confidence of female students of secondary school

Dimensions of emotional intelligence	Intra Personal Awareness	Inter Personal Awareness	Intra Personal Management	Inter Personal Management	Total Emotional Intelligence
Self-confidence	-0.259**	-0.252*	0.207*	0.105	-0.086

Table 9 reflects that the coefficient of correlation between inter personal management with self-confidence came out to be 0.105 which is found to be statistically non significant. Thus, the null hypothesis that there is no significant correlation between emotional intelligence and self-confidence of female students of secondary school has been accepted.

Hypothesis 10

Table 10: Results showing correlation between emotional intelligence and self-confidence of male students of secondary school

Dimensions of emotional intelligence	Intra Personal Awareness	Inter Personal Awareness	Intra Personal Management	Inter Personal Management	Total Emotional Intelligence
Self-confidence	-0.375**	-0.140	0.160	-0.161	-0.202*

Table 10 reflects that the coefficient of correlation between various dimensions of emotional intelligence i.e., interpersonal awareness, intra personal management, interpersonal management with self-confidence came out to be -0.140, 0.160 and -0.161 respectively which are found to be statistically non significant. Thus, the null hypothesis that there is no significant correlation between emotional intelligence and self-confidence of male students of secondary school has not

been accepted at 0.05 level of significance.

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Conclusion

1. There is no significant difference in the emotional intelligence of male and female secondary school students.
2. There is no significant difference in the self-confidence of male and female secondary school students.
3. There is no significant difference in the emotional intelligence of government and private secondary school students.
4. There is no significant difference in the self-confidence of government and private secondary school students.
5. There is no significant difference in the emotional intelligence of secondary school students in relation to their self-confidence.
6. There will be no significant interactional effect of self-confidence and gender on the emotional intelligence of secondary school students
7. There will be no significant interactional effect of self-confidence and type of school on the emotional intelligence of secondary school students
8. There is a significant correlation between emotional intelligence and self-confidence of secondary school students.
9. There is no significant correlation between emotional intelligence and self-confidence of female secondary school students.
10. There is a significant correlation between emotional intelligence and self-confidence of male students of secondary school.

The emphasis is on the concept of self-confidence that adolescents have in dealing with

situations to come, in terms of the extent to which a person assesses the abilities, potential and tendencies that exist in him to be integrated into certain actions in an effort to overcome the problems that will come. This confidence and stability will provide a foundation for adolescents in trying diligently, being resilient and brave in facing problems

Recommendations

Even though participants show emotional aspects in the administration of the questionnaire, they are still afraid of expressing their emotions and self-confidence fully. Teachers play a very important role in the development of both emotional intelligence and self-confidence. This study strongly recommends teachers to develop activities that can engage students in class meaningfully. Once students are involved in class, their emotional intelligence will amplify and their self-confidence attained. Teachers should also provide students with appropriate feedback to encourage them while they are in class; these motivational techniques could help go the extra mile and enhance their emotional intelligence as well as self-confidence.

Due to paucity of time, the present study was limited to the youth of union territory only. Such studies can also be varied out in Punjab and other parts of the country.

1. The present study is limited to a small sample. Large sample can be taken to make the study more accurate.
2. The present study is limited to schools of Chandigarh. A similar study can be conducted for schools of other cities also.

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