

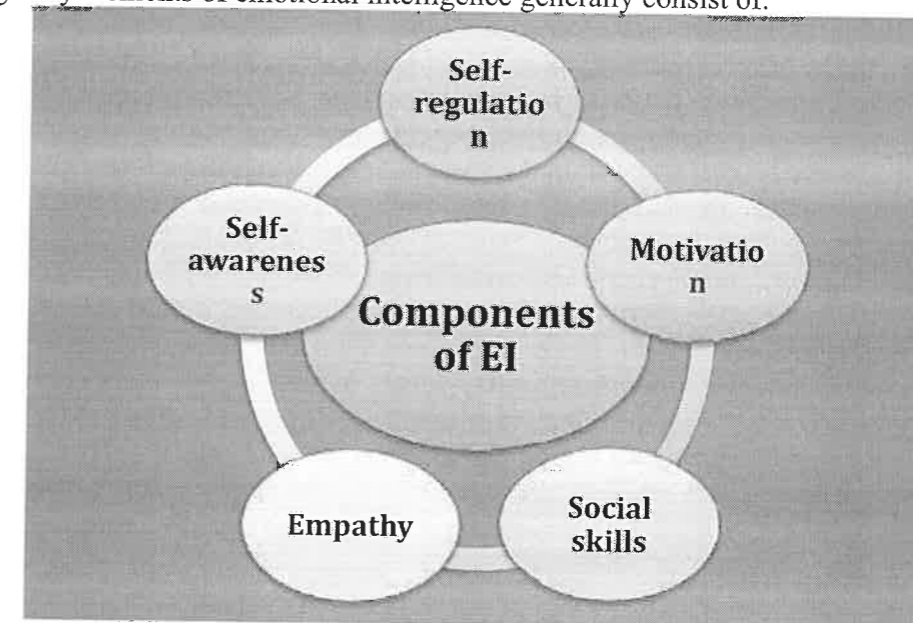
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### Introduction

In the dynamic landscape of education, there's a growing focus on emotional intelligence (EI) due to its profound impact on students' academic success and overall well-being. EI encompasses the ability to recognize, comprehend, and regulate one's own emotions, alongside empathizing with others' emotional experiences. With higher secondary school students at a pivotal stage of emotional and cognitive growth, it's crucial to investigate how demographic factors intersect with emotional intelligence. This study aims to delve into this relationship, shedding light on the complex dynamics between emotional intelligence and various demographic characteristics among higher secondary school students.

### Emotional Intelligence

Emotional intelligence (EI), also known as EQ (emotional quotient), embodies the capacity to perceive, comprehend, regulate, and skilfully leverage both one's own emotions and those of others. Popularized by psychologist Daniel Goleman, emotional intelligence encompasses a set of skills and attributes crucial for bolstering interpersonal relationships, leadership capabilities, and overall well-being. Key elements of emotional intelligence generally consist of:



Emotional intelligence holds immense significance across diverse realms such as personal growth, leadership, teamwork, and emotional health. Those with elevated emotional intelligence levels tend to navigate stress adeptly, foster productive collaborations, and inspire positivity in their surroundings. Its relevance spans psychology, education, and organizational advancement, reflecting an increasingly acknowledged role in enhancing human interactions and achievements.

### Review of Related Literature

The interaction between emotional intelligence (EI) and demographic factors has garnered significant attention and research across multiple disciplines such as psychology, education, and organizational behavior. Below is an overview of noteworthy discoveries and patterns identified in the literature:

In a study conducted by Nasar and Nasar (2008), emotional intelligence scores were assessed among 100 male and 100 female college students aged 17-20 years. The findings revealed that adolescent girls demonstrated notably higher emotional intelligence scores in comparison to boys. In

their study, Ahmad et al. (2009) discovered a noteworthy correlation between emotional intelligence in males and females. Mohanty and Uma Devi (2010) also asserted that women exhibit higher levels of self-assurance, optimism, and emotional awareness in comparison to men. In their research, Anuradha and Kalapriya (2015) found that women demonstrate superior emotional intelligence compared to men. Nevertheless, some investigations, such as those conducted by Tiwari and Srivastava (2004) and Kar et al. (2014), have indicated that gender does not exert a substantial influence on the degree of emotional intelligence. Rao and Komala (2017) conducted a study among the youth in Bangalore city, which found that there were no notable gender disparities in emotional intelligence and its 10 dimensions. In contrast, Bachchan et al. (2016) found in their research that men generally exhibit more emotional intelligence compared to women.

While these trends are observed, it's essential to note the individual variations within each demographic group. Moreover, the complex and multifaceted nature of emotional intelligence suggests that its relationship with demographic variables is dynamic and context-dependent. Researchers continue to explore these interactions to provide a more nuanced understanding of emotional intelligence and its intersections with diverse demographic factors.

### Need for the Study

Understanding emotional intelligence among adolescents is crucial for their development, academic success, and mental well-being. It informs effective interventions, supports positive social relationships, addresses behavioural challenges, and prepares them for future career and life success. Investigating emotional intelligence in adolescence provides insights into building resilient, emotionally healthy individuals. In recent times, academic researchers have shown a growing interest in studying emotional intelligence due to its significant impact on academic success. Students' emotional intelligence plays a pivotal role in effectively navigating emotions, cultivating constructive relationships with both peers and teachers, and ultimately impacting academic outcomes. Enhancing emotional intelligence can contribute to stress management, anxiety reduction, increased motivation, and overall improvement in academic outcomes. The researcher has embarked on a study that specifically examines the emotional intelligence of students in higher secondary school.

### Study Objectives

The study aims to assess Emotional Intelligence levels among higher secondary school students. The following objectives have been crafted for this purpose:

1. To assess the Emotional Intelligence levels among higher secondary students.
2. To determine if there is a notable difference in Emotional Intelligence means scores between male and female students.
3. To investigate potential variations in Emotional Intelligence mean scores between students enrolled in Tamil and English medium schools.
4. To examine the presence of significant differences in Emotional Intelligence mean scores between students in Arts and Science streams.
5. To explore potential variances in Emotional Intelligence mean scores among students from Nuclear and Joint family backgrounds.
6. To investigate if there are significant disparities in Emotional Intelligence mean scores between students residing in Rural and Urban areas.

### Hypothesis of the Study

1. There is no significant difference in the mean Emotional Intelligence scores between male and female higher secondary students.
2. There is no significant distinction in the mean Emotional Intelligence scores between students studying in Tamil and English medium schools.
3. There is no significant difference in the mean Emotional Intelligence scores between students enrolled in Arts and Science streams.

4. There is no significant variation in the mean Emotional Intelligence scores between students from Nuclear and Joint family backgrounds.
5. There is no significant difference in the mean Emotional Intelligence scores between students residing in Rural and Urban areas.

### Methodology

The foundation of any research lies within its design, serving as the conceptual framework that directs the entirety of the research endeavor. It acts as the roadmap for gathering, assessing, and interpreting data, shaping the methodology and guiding the research process from start to finish. The current study, titled "Beyond Boundaries: Demographic Dimensions of Emotional Intelligence in Contemporary Youth" adopts a descriptive research design. Descriptive studies focus on outlining the characteristics of a specific individual or group.

### Sample

Stratified random sampling was employed to select the study's sample. This method involved categorizing the entire sample into various groups. A sample comprising 300 higher secondary students was selected to represent Government, Aided, and Unaided schools situated in both Urban and Rural areas within Chennai and Thiruvallur District.

### Tool used in the study:

To collect relevant data, the researchers utilized the Emotional Intelligence Scale, developed and standardized by Suresh and Ramesh (2018). This scale employed a 5-point rating system to assess factors impacting emotional intelligence among students. The rating options ranged from "strongly agree" to "strongly disagree," allowing participants to select the most appropriate response by marking it in the provided space.

### Reliability and Validity

To validate the tool, the investigator utilized content validity, gathering feedback on the statements from teachers and experts in the field of education. The tool's reliability was evaluated through testing and the Cronbach's alpha reliability approach, resulting in a determined value of 0.70, indicating satisfactory dependability.

### Data Analysis

Table 1: Table showing the difference in emotional intelligence among higher secondary students owing to gender

| Variable | Category | Sample Size | Mean   | Standard Deviation | 't' value | 'df' | Level of Significance |
|----------|----------|-------------|--------|--------------------|-----------|------|-----------------------|
| Gender   | Boys     | 150         | 125.82 | 13.504             | 4.623     | 298  | .000                  |
|          | Girls    | 150         | 132.95 | 13.195             |           |      |                       |

The significance value obtained from the presented table is 0.000, which falls below the conventional threshold of 0.05, deemed significant at the 5% level. Consequently, the null hypothesis is rejected, suggesting a notable difference in the emotional intelligence of higher secondary students based on gender. Specifically, the mean score for emotional intelligence among female students surpasses that of male students.

Table 2 Table illustrating the disparity in Emotional Intelligence among higher secondary school students categorized by the medium of instruction

| Variable              | Category | Sample Size | Mean   | Standard Deviation | 't' value | 'df' | Level of Significance |
|-----------------------|----------|-------------|--------|--------------------|-----------|------|-----------------------|
| Medium of Instruction | Tamil    | 125         | 128.38 | 13.655             | 1.060     | 298  | .290                  |
|                       | English  | 175         | 130.10 | 13.894             |           |      |                       |

Based on the provided data, the significance value is 0.290, exceeding the 0.05 threshold considered significant at the 5% level. Therefore, the null hypothesis is accepted. Consequently, there is no substantial difference in emotional intelligence among higher secondary students based on the medium of instruction. Notably, English medium students exhibited a higher mean score of emotional intelligence compared to Tamil medium pupils.

Table 3 Table illustrating the diversity in Emotional Intelligence among higher secondary students categorized by their stream of study

| Variable        | Category | Sample Size | Mean   | Standard Deviation | 't' value | 'df' | Level of Significance |
|-----------------|----------|-------------|--------|--------------------|-----------|------|-----------------------|
| Stream of Study | Arts     | 150         | 127.60 | 14.024             | 2.254     | 298  | .025                  |
|                 | Science  | 150         | 131.17 | 13.378             |           |      |                       |

Based on the provided table, the observed value of significance is 0.025. The value is less than 0.05, indicating statistical significance at a 5% significance level. Hence, the null hypothesis is discarded. Hence, there exists a significant disparity in emotional intelligence among higher secondary school students contingent upon their chosen stream of study. Notably, science students exhibit a higher average emotional intelligence score compared to arts students.

Table 4 Table depicting the contrast in emotional intelligence among higher secondary students based on family structure.

| Variable    | Category | Sample Size | Mean   | Standard Deviation | 't' value | 'df' | Level of Significance |
|-------------|----------|-------------|--------|--------------------|-----------|------|-----------------------|
| Family Type | Joint    | 59          | 130.58 | 14.605             | .740      | 298  | .460                  |
|             | Nuclear  | 241         | 129.09 | 13.609             |           |      |                       |

The table indicates that the value of 0.460 is statistically significant. The value exceeds 0.05, indicating a lack of statistical significance at the 5% level. Thus, the null hypothesis is upheld, indicating that the emotional intelligence of higher secondary students does not demonstrate significant variance based on their family type. The average emotional intelligence score of students from joint family backgrounds is higher compared to those from nuclear family backgrounds.

Table 5 Table illustrating the diversity in Emotional Intelligence among higher secondary school students categorized by region

| Variable | Category | Sample Size | Mean   | Standard Deviation | 't' value | 'df' | Level of Significance |
|----------|----------|-------------|--------|--------------------|-----------|------|-----------------------|
| Region   | Urban    | 150         | 130.03 | 13.544             | .815      | 298  | .415                  |
|          | Rural    | 150         | 128.73 | 14.063             |           |      |                       |

The table indicates that the value of 0.415 is statistically significant. The value exceeds 0.05, indicating a lack of statistical significance at the 5% level. As a result, the null hypothesis is deemed to be true. As a result, there is minimal discrepancy in the emotional intelligence levels of higher secondary students across different regions. Consequently, there is minimal variation in the emotional intelligence of higher secondary pupils according to their region. The average emotional intelligence score of students in urban regions is higher compared to the average score of students in rural regions.

**Key Findings of the Study:**

1. Gender significantly influences emotional intelligence among higher secondary students.
2. Emotional intelligence varies notably among higher secondary students depending on their chosen stream of study.
3. There is no substantial difference in emotional intelligence among higher secondary students based on the medium of instruction, region, or family type.

**Educational Implication for the present study**

The exploration of "Beyond Boundaries: Demographic Dimensions of Emotional Intelligence in Contemporary Youth" carries several educational implications:

- Acknowledge and understand how demographic factors influence emotional intelligence in contemporary youth. This knowledge can inform the development of tailored educational strategies that consider individual differences.
- Incorporate discussions and content related to demographic dimensions of emotional intelligence into the curriculum. This can foster inclusive learning environments that acknowledge and appreciate diverse emotional experiences.
- Offer cultural sensitivity training to educators to help them understand and navigate diverse cultural influences on emotional expression and regulation. This can contribute to a more inclusive and supportive educational environment.
- Develop targeted support programs that address the specific needs of students based on demographic dimensions. This may include mentoring programs, counseling services, or workshops that cater to the unique emotional challenges faced by different groups.
- Emphasize the importance of diversity and inclusion in educational settings. Foster a culture that values and celebrates differences, creating a supportive atmosphere for students from various demographic backgrounds.
- Implement empowerment programs that help students recognize and leverage their unique strengths related to emotional intelligence. This can contribute to a positive self-concept and overall well-being.
- Integrate life skills education that emphasizes the development of emotional intelligence. Equip students with the skills needed to navigate the complexities of contemporary society, considering their demographic backgrounds.

**Conclusion**

In summary, the study on "Beyond Boundaries: Demographic Dimensions of Emotional Intelligence in Contemporary Youth" highlights the importance of understanding how demographic factors influence the emotional intelligence of today's youth. This underscores the need for tailored educational approaches that are inclusive, culturally sensitive, and address the unique emotional needs

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of diverse student populations. The findings emphasize the significance of ongoing research, policy development, and educational initiatives that leverage demographic dimensions to foster the holistic development of emotionally intelligent and resilient contemporary youth.

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