

Emotional Intelligence among Higher Secondary School Students: An Investigative Analysis

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Abstract

In this highly competitive environment, where students are expected to excel in multiple roles with efficiency, the importance of recognizing their rightful place and nurturing their emotional intelligence is emphasized. The Indian Education Policy 2020 places a strong focus on enhancing the quality of education by promoting Emotional Intelligence among students. Emotional Intelligence is viewed as a key factor in improving students' academic achievements and equipping them with invaluable life skills for personal and professional success. The present study aims to assess the emotional intelligence of higher secondary school students. It adopts a random sampling method and involves a sample of 300 higher secondary school students from North 24 Parganas District of West Bengal, India. The study employs the Emotional Intelligence Scale developed and standardized by Singh and Narain for data collection. Data analysis techniques such as mean, percentiles, standard deviation, and t-values are utilized to evaluate the data. The results indicate that emotional intelligence is independent of factors such as gender, subject of study, the locality of the school, family type, father's occupation, and family income. Overall, the emotional intelligence of higher secondary school students is found to be average, with female students displaying a higher level of emotional intelligence compared to their male counterparts. This study sheds light on the importance of emotional intelligence in education and its potential to enhance student's overall development, providing valuable insights for educators and policymakers.

Keywords: Environment, Education Policy, Emotional Intelligence, Higher Secondary, Professional Achievement, Potential.