



RESEARCH PAPER

Assessing the Emotional Intelligence Level at Higher Secondary School Students in District Rahim Yar Khan

¹ Mehwish Muhammad Ali*, ² Dr. Shahid Raza and ³ Samra Naseer

1. Ph.D. Scholar, Department of Education, The Women University, Multan Pakistan, Punjab, Pakistan
2. Assistant Professor, Department of Education, University of education, Multan , Punjab, Pakistan
3. Ph.D. Scholar, Department of Education, The Women University, Multan, Punjab, Pakistan

***Corresponding Author:** muhammadalimehwish@gmail.com

ABSTRACT

This research study was about assessing the emotional intelligence among the higher secondary students. Research was focusing to investigate gender differences in emotional intelligence and to examine the disparities regarding emotional intelligence from students of rural and urban areas. Access to quality education is essential for students along with emphasizing emotional intelligence to cope with challenging tasks in daily life. The data collection tool (questionnaire) included statements focusing twelve emotional intelligence components. The sample of study consisted of 200 secondary school students (142 boys, 58 girls) from 11th and 12th grades. Mean, percentage and standard deviation were calculated which indicated high levels of emotional intelligence among students, except for innovativeness factor. No significant gender differences regarding emotional intelligence found. However, urban students showed higher EI levels than rural students. Teachers training related to emotional intelligence is recommended to model and teach EI skills effectively required in today's competitive world.

KEYWORDS Academic Performance, Emotional Intelligence, Higher Secondary Level

Introduction

Emotional intelligence has emerged as a vital research area in the 21st century (Ashkanasy, 2003 & Bar-On, 2006), underscoring the profound influence of emotions on an individual's achievements and challenges in both professional and personal spheres. As a key determinant of success, emotional intelligence has garnered significant attention, recognizing its role in navigating complex social dynamics, managing relationships and adapting to an ever-changing environment. The concept of emotional intelligence (EI) was introduced, with the ability model (Mayer et al., 2016) being a key subset of social intelligence. Emotional intelligence comprises four core elements: perceiving emotions, leveraging emotions to facilitate thought, understanding emotional complexities, and managing emotions effectively. While subsequent models, such as the trait model and mixed model they have been proposed the ability model is widely regarded as the most effective in capturing the essence of EI and predicting socially relevant outcomes.

Every part of life benefits from emotional intelligence; it influences our relationships, learning and health (Akers, 2020). Emotional intelligence involves self-awareness, self-regulation and empathy, enabling individuals to manage their own emotions and respond compassionately to others. This includes skills such as self-soothing, stress management and empathetic connection. Emotional intelligence is the ability to wisely recognize and manage emotions, leading to better relationships, decision-making, and well-being (Jeanne, 2019). During adolescence a critical period of development spanning from approximately 11-12 to 22-24 years old (Lansley, C., 2017) the development of emotional intelligence is just as important as physical development. Additionally, we were interested in learning how relationships, communication and well-

being among students in the classroom are impacted by emotional intelligence. Our predictions that older students will have greater emotional intelligence as a result be happier with their relationships, communication and well-being was supported by the research. Emotional Intelligence integrates emotional awareness, social skills and cognitive abilities to facilitate better understanding of oneself and others. It plays a crucial role in influencing our learning outcomes and communication effectiveness (Hargie, 2011).

Since its origin, the idea of emotional intelligence (EI) has united affect (emotion) and cognition (intelligence), two distinct psychological concepts, under a single label. Emotional intelligence" to describe traits like knowing one's own emotions, having empathy for other people's feelings, and controlling emotions in a way that improves living in 1990. Later, the idea was made widespread by (Goleman 2006). Since then, a large number of researchers have flooded the field of emotional intelligence, indicating its influence on both a person's personal and professional lives. The contributions of professionals from a variety of fields, including psychology, human resource management and others, have broadened the topic of emotional intelligence, leading to a spectrum of terminology that encompasses social intelligence. (Arasu et al. 2011).

Literature Review

Emotional intelligence has been extensively studied and researched by numerous experts in the field, including Howard Gardner (2000) & Mohammad Javadi (2004), among others. Their work has contributed significantly to our understanding of emotional intelligence, its components and its impact on personal and professional life. Emotional intelligence is a crucial aspect of cognitive ability, linked to better academic performance, mental health, and relationships. Its importance has been recognized by researchers like Noori & Nasiri (2004), underscoring its significance in today's world. Secondary school students, in particular, are at a critical stage of development, navigating adolescence and preparing for adulthood (Muzaffar, et. al., 2020). Therefore, assessing their EI level is essential to understand their strengths and weaknesses and to provide targeted support.

Sharma (2000) explored the concept and characteristics of emotional intelligence, highlighting its significance in adapting to various situations. Traditionally, intelligence was understood as a set of abilities enabling individuals to acquire knowledge, think critically and reason effectively to navigate their environment. Emotional intelligence plays a crucial role in performance, rivaling or even surpassing the impact of traditional intelligence. This shift in understanding acknowledges that emotions, in addition to cognitive abilities, significantly influence an individual's ability to adapt and perform effectively in diverse contexts (Jeanne, .2019).

The capacity to use emotions and emotional knowledge to strengthen our 13 thinking might be characterized as emotional intelligence (Roberts, 2008). In particular, in human resources EI is regarded as a crucial factor in human resource planning, hiring, choosing, preparing for succession, developing managers, providing customer service, etc. Three principles serve as the basic conceptual pillars of EI (Cherniss, 2010). The first is that feelings are significant in life. Second, the capacity for emotion perception, comprehension use and management varies across individuals. Third, these variations have an impact on how well people adjust to various situations, including the workplace. To facilitate, emotional data different cognitive processes, including deliberation, problem-solving and interpersonal interaction. The more complex abilities include inducing strong emotions to aid in memory and decision-making processes as well as inducing moods to promote the assessment of other points of view.

Assessing EI in secondary school students can be challenging due to limited self-awareness and emotional regulation skills (Steinberg, 2005). Assessing the EI level of secondary school students is crucial to understand their strengths and weaknesses and

provide targeted support. While challenges exist in assessing EI in adolescents, various assessment tools are available. The literature highlights the importance of EI in academic performance, mental health, and social relationships, emphasizing the need for EI assessments and interventions in secondary school settings.

Hypotheses

Ho1: There is no significant difference in emotional intelligence levels among secondary school students based on their gender, location (rural/urban) and type of school (public/private).

Ho2: There is no significant difference in emotional intelligence levels between girls and boys secondary school students.

Ho3: There are no significant disparities in emotional intelligence levels between secondary school students from rural and urban areas.

Material and Methodology

The current study was to evaluate the emotional intelligence of pupils at higher secondary schools. As it explains emotional intelligence, this study is primarily descriptive in nature. The methodology, which was modified for the study's execution, included establishing the study's primary variables, defining the sample, specifying the sampling techniques and selecting the tools for data collecting and analysis.

Population

A population is a comprehensive group of people with shared characteristics. Geographical factors are typically used to define population, as in "the population of Rahim Yar Khan. Pakistan's Punjab province has the most residents (<http://pwd.punjab.gov.pk/>). Nine divisions have been created for administrative purposes (36 districts). According to the power transfer, the Chief Executive Officer (CEO) is in charge of overseeing district-level educational operations in all school types—primary, elementary and Higher secondary schools. Higher secondary schools for boys and girls are under the control of the district education officer (DEO) for secondary education. Students in the 11th and 12th grades who were enrolled in higher secondary public and private schools in District Rahim Yar Khan made up the study's population.

Sample

A sample is a representative group of individuals chosen from a population to participate in research. The sample of the study was consisted 200 students (142 boys and 58 girls) enrolled in 11th and 12th grades. These students were selected conveniently public and private higher secondary schools of district Rahim Yar Khan.

Development of Tool

Questionnaire was adapted for getting the views of higher secondary level students by themselves. The questionnaire includes statements related to various factors, this study examined 12 emotional intelligence components: Emotional Awareness, Accurate Self-Assessment, Self-Confidence, Self-Control, Trustworthiness, Conscientiousness, Adaptability, Innovativeness, Self-Motivation, Commitment, Initiative and Optimism. These statements were tailored to assess each factor. 5-point Likert scale (Strongly Disagree; Disagree; Undecided; Agree; Strongly Agree) was used

Table 1
Factors and Number of Statements

No.	Factor	No. of Statements
1	Emotional Awareness	4 (1 to 4)
2	Accurate Self-Assessment	4 (5 to 8)
3	Self-Confidence	3 (9 to 12)
4	Self-Control	3 (13 to 15)
5	Trustworthiness	4 (16 to 19)
6	Conscientiousness	3 (20 to 22)
7	Adaptability	3 (23 to 25)
8	Innovativeness	4 (26 to 29)
9	Self-Motivation	4 (30 to 33)
10	Commitment	3 (34 to 36)
11	Initiative	3 (37 to 40)
12	Optimism	3 (41 to 43)

Data were collected from public and private higher secondary schools for girls and boys to analyze their emotional intelligence and identify trends across different educational settings and gender groups.

Data Analysis

The data collected were subjected to statistical analysis using the Statistical Package for Social Sciences (SPSS) software, version 2022. Descriptive and inferential statistical techniques were applied to calculate different measures, coefficients, and test results. The level of emotional intelligence was calculated through mean and standard deviation. The level of emotional intelligence between girls' and boys' students was calculated through Pearson Correlation. Independent Samples t-test was applied to compare the perception of girls' and boys' students perceived by them.

Table 2
Discipline-Wise Analysis of Higher Secondary School Students

Discipline	Frequency	Percentage (%)
Science	188	94.5
Arts	12	4.5
Total	200	100

The above table shows the discipline wise descriptive analysis of higher secondary school students enrolled in science and arts discipline. The data in the table show that 94.5% (188) students were studying in the discipline of science however, only 5.5% (12) were studying in the discipline of arts.

Table 3
Class-Wise Analysis of Higher Secondary School Students

Class	Frequency	Percentage (%)
11th	138	69.1
12th	62	30.9
Total	200	100

The above table indicates the class wise descriptive analysis of higher secondary school students enrolled in 11th and 12th classes. The data in the table show that 69.1% (138) students were studying in 11th class however, only 30.9% (62) were studying in 12th class.

Table 4
Gender-Wise Analysis of Higher Secondary School Students

Gender	Frequency	Percentage (%)
Boys	142	72.1
Girls	58	27.9
Total	200	100

The above table shows the gender wise descriptive analysis of higher secondary school students. The data in the table show that 72.1% (142) boy's students however, only 27.9% (58) girl's students were.

Table 5
Area-Wise Analysis of Higher Secondary School Students

Area	Frequency	Percentage (%)
Rural	104	51.3
Urban	96	48.7
Total	200	100

The above table indicates the area wise descriptive analysis of higher secondary school students enrolled in rural and urban areas. The data in the table show that 51.3% (104) students were studying in the rural however, 48.7% (96) were studying in urban areas.

Table 6
School-Wise Analysis of Higher Secondary School Students

School	Frequency	Percentage (%)
Public	146	72.6
Private	54	27.4
Total	200	100

The above table displays the school wise descriptive analysis of higher secondary school students enrolled in public and private schools. The data in the table show that 72.6% (146) students were studying in public however, only 27.4% (54) were studying in the private schools.

Table 7
Emotional Intelligence Levels among Secondary School Students

Statement	SDA	DA	SDA+DA	UN	A	SA	A+SA	Mean	Level
Awareness	5.08	5.73	10.80	13.73	31.23	44.30	75.53	4.04	High
Self-Assessment	3.02	6.75	9.62	13.45	33.88	43.05	76.92	4.08	High
Self-Confidence	5.93	7.80	13.73	13.20	32.16	40.93	73.10	3.94	High
Self-Control	4.93	8.46	13.40	14.73	35.03	36.86	71.90	3.90	High
Trustworthiness	4.95	6.12	11.07	14.63	33.37	40.97	74.35	3.99	High
Conscientiousness	5.40	5.10	10.50	13.00	30.43	46.07	76.10	4.06	High
Innovativeness	4.80	4.85	9.65	13.58	30.33	46.45	76.78	3.09	Medium
Self-Motivation	6.70	5.97	12.67	15.35	30.32	41.62	71.95	3.94	High
Commitment	5.43	3.90	9.33	16.93	30.10	43.63	73.73	4.02	High
Initiative	5.93	6.43	12.36	22.33	27.10	38.26	65.36	3.85	High
Optimism	4.93	4.10	9.03	20.80	28.26	41.96	70.23	3.99	High
E I	5.13	6.01	11.12	15.91	30.96	41.99	73.02	3.99	High

Above table shows descriptive analysis regarding high emotional intelligence among secondary school students, with high mean scores across all subsidiary factors except Innovativeness, indicating strengths in emotional management but potential weaknesses in creative problem-solving.

Table 8
Gender-Wise Comparison of Emotional Awareness of Secondary School Students

Respondents	N	Mean	SD	t	df	p
Girls	142	3.88	0.749	-4.946	195	.000
Boys	58	4.44	0.591			

The independent samples t-test was employed to investigate the emotional awareness levels of male and female secondary school students. The results presented in the table indicate a significant difference in self-perceived emotional awareness between the male and female groups. Consequently, this hypothesis which posited no significant difference in emotional awareness ratings between girls and boys was rejected. This suggests that gender plays a role in shaping students emotional awareness, with one gender demonstrating higher self-perceived emotional awareness than the other.

Table 9
Area-Wise Comparison of Emotional Intelligence among Secondary School Students

Respondents	N	Mean	SD	t	df	p
Rural	96	3.98	0.658	-0.073	195	.942
Urban	104	3.99	0.663			

The above table shows that an independent samples test was used to compare the emotional intelligence levels of secondary school students in rural and urban areas. The results indicate that a significant difference was found between rural and urban students regarding their self-perceived emotional intelligence. Therefore, it was unable to reject the null hypothesis that there are no significant disparities in emotional intelligence levels between secondary school students from rural and urban areas.

Results and Discussion

The current study was conducted at higher secondary schools students to investigate the emotional intelligence level at higher secondary students' in District Rahim Yar Khan. However, indicated the highest results of the experiences of (Awareness, Self-Assessment, Self-Confidence, Self-Control, Trustworthiness, Conscientiousness, Commitment, Initiative, Optimism and Emotional Intelligence).

The other researchers report that experience of an emotion is a physical reaction to a circumstance that is too significant to be left to the brain alone, such as danger, a terrible loss, persevering despite obstacles and forming a bond with a partner or starting a family. Pool & Qualter (2012) Students who are emotionally intelligent perform better enjoy school more, concentrate on their studies, put in extra effort and are less likely to be suspended or subjected to other forms of disciplinary action and they will also consider emotional memory when making decisions as a result.

Parents with poor educational levels may hire private tutors to help their kids succeed in school. Most of the time, parents push their kids to achieve better in all areas of life. Because they are overburdened by their parents and are pursuing their life ambitions, students in the private sector experience higher levels of stress. Bar-On (2004) According to the description, students from private institutions who score highly in stress management are able to handle stress without breaking down or losing control. He emphasized that they can frequently tackle tough or anxious duties. It is evident that students attending public institutions have a more positive attitude than those attending private universities. Perhaps public sector universities are to blame give top-notch instruction Students at public colleges is therefore highly motivated, self-controlled, socially positive and possessing reasonable attitudes toward their studies.

Sabath (2010) noted that the fundamental building block from which all attitudes, beliefs, and impulses spring is emotional intelligence. Students that have high emotional

intelligence tend to have a positive outlook on life and will go above and beyond to achieve their goals. According to Behnke (2022) Emotional intelligence has a direct impact on motivation and high levels of motivation will result in the development of a positive attitude toward learning and success. According to Othman (2008), claimed that pupils with high emotional intelligence would be able to sense, comprehend and control their own and others' emotions as well as use emotion to help them think and act.

Conclusion

The following conclusions were made after this research study:

In higher secondary schools, students exhibit a high emotional quotient. They demonstrate elevated levels of emotional awareness, accurate self-assessment, self-confidence, self-control, trustworthiness, conscientiousness, adaptability, self-motivation, commitment, initiative and optimism. However, innovativeness is at a medium level. Indeed, the research findings indicate that boys students tend to exhibit higher levels of emotional intelligence compared to female students. Additionally, both boys and girls students demonstrate equally high levels of supporting characteristics, including emotional awareness, accurate self-assessment, self-confidence, self-control, dependability, conscientiousness and adaptability. It was shown that pupils from rural and urban areas varied significantly in terms of how they assess their emotional intelligence. When compared to children from metropolitan settings, it was discovered that students who live in rural areas have higher levels of emotional intelligence. Additionally, the pupils from the rural areas had high levels of its supporting variables, such as emotional awareness, accurate self-assessment, self-confidence, self-control, trustworthiness, conscientiousness, adaptability and optimism.

Recommendations

After this research study regarding enhancing emotional intelligence among higher secondary school students in District Rahim Yar Khan, several measures are recommended.

- Firstly, integrate emotional intelligence into the school curriculum to equip students with essential life skills. This can be achieved through incorporating EI concepts and skills into existing subjects or introducing standalone EI courses.
- Secondly, provide teachers with EI training to enable them to effectively model and teach EI skills. Additionally, establish peer mentoring programs pairing students with trained mentors for support and guidance.
- Thirdly, Future research should focus on longitudinal studies, comparative urban-rural studies and evaluating EI program effectiveness. By implementing these recommendations, educators, policymakers, and stakeholders can foster emotionally intelligent students better equipped to navigate academic, personal, and professional challenges.

References

- Akers, M. (2020, September). What Is *Emotional Intelligence*?
- Arasu, M., Kumar, S., & Subramaniam, S. (2011). Emotional intelligence and its relationship with academic achievement among college students. *Journal of the Indian Academy of Applied Psychology*, 37(2), 253-262.
- Ashkanasy, N. M. (2003). Emotions in organizations: A multi-level perspective. In F. Dansereau & F. J. Yammarino (Eds.), *Research in multi-level issues* Emerald Group Publishing.
- Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description, and summary of psychometric properties. In G. Geher (Ed.), *Measuring Emotional Intelligence: Common Ground and Controversy* (pp. 111-142). Nova Science Publishers.
- Behnke, M., Kreibig, S. D., Kaczmarek, L. D., Assink, M., & Gross, J. J. (2022). Autonomic nervous system activity during positive emotions: A meta-analytic review. *Emotion Review*, 14(2), 132-160
- Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 3(2), 110-126
- Gardner, H. (2000). *Intelligence reframed: Multiple intelligences for the 21st century*. Basic Books. New York, NY.
- Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ* (10th ann. ed.). Bantam Dell.
- Greenidge, D., Devonish, D., & Alleyne, P. (2014). The relationship between ability-based emotional intelligence and contextual performance and counterproductive work behaviors: A test of the mediating effects of job satisfaction. *Human Performance*, 27(3), 225-242.
- Hargie, O. (2011). *Skilled interpersonal communication: Research, theory, and practice* (5th ed.). Routledge.
- Jeanne, S. (2019). *Mental emotional*. eq.htm
- Javadi, M. H. (2004). The impact of emotional intelligence on leadership effectiveness. *Journal of Leadership Studies*, 5(2), 38-46.
- Lansley, C. A. (2017). *How learning has changed in 25 years*. DPG.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The Ability Model of Emotional Intelligence: Principles and Updates. *Emotion Review*, 8(4), 290-300
- Muzaffar, M., Hussain, B., Javaid, M. A., Khan, I. U., & Rahim, N. (2020). Political Awareness in Educational Policies of Pakistan: A Historical Review, *Journal of Political Studies*, 27(1), 257-273
- Noori, A., & Nasiri, M. (2004). Emotional intelligence and its relationship with managerial effectiveness. *Journal of Management Development*, 23(7), 658-674.
- Othman A.K., Abdullah H.S., Ahmad J., 2008, Emotional intelligence, emotional labour and work effectiveness in service organizations: a proposed model, "Vision-The Journal of Business Perspective", 12(1).

- Pool, L., & Qualter, P. (2012). Improving emotional intelligence and emotional self-efficacy through a teaching intervention for university students. *Learning and Individual Differences, 22(3)*, 306-312.
- Roberts, R. D., & Barsade, S. G. (2008). Human abilities: *Emotional intelligence*. *Annual Review of Psychology, 59*, 507-536.
- Sabath, R. (2010). Emotional intelligence and leadership effectiveness: A review of the literature. *Journal of Leadership and Organizational Studies, 17(2)*, 141-153.
- Sharma, R. (2000). Emotional intelligence and its impact on leadership. *Journal of Leadership and Organizational Studies, 7(2)*, 135-146.
- Steinberg, R. J. (2005). Emotional intelligence: New insights and applications. *Journal of Organizational Behavior, 26(4)*, 409-423.