

A Study on Emotional Intelligence and Self-Confidence of Higher Secondary School Students of Goalpara District, Assam, India

Abstract

The objective of the present study was to investigate the relationship between Emotional Intelligence and Self-Confidence of higher secondary school students of Goalpara District. Descriptive survey method was used for the present study. A sample of 200 students of higher secondary school was selected from Goalpara District. Here the investigator used Emotional Intelligence scale developed by Dr. Arun Kumar Singh and Self Confidence inventory developed by Dr. Shruti Narain. The findings of the study showed that there is a significant correlation between Emotional Intelligence and Self –Confidence of the higher secondary school students. The implication of the study showed that Emotional Intelligence and Self Confidence make students aware to improve the confidence level as well as to understand their emotion which can help to develop their academic performance. The study area of the study was Goalpara District which is situated in Assam, India.

Keywords: Emotional Intelligence, Self- Confidence, Higher secondary School Students.

Introduction

Education is the process which can help to build a better quality of life for human beings. Education is only the most significant tool to imparting knowledge and skills to individuals and helping the process of social transformation as well as development .As we know that Higher Secondary stage of education is one of the most important stages of education system in India. Higher Secondary stage is belonging to the adolescent period (late adolescent period) of human life , which is considered as the crucial stage of human life. This stage is considered as the most significant stage of education system, because this stage predicted as the milestone of life. As we know that adolescence period is the most important period of human life which is marked with the crisis of identity vs. role confusion. Here in this period one of the most important characteristics is that the sudden changes occur in their bodies and mental functioning.

Emotional Intelligence means the capability of individuals to recognize their own emotions as well as those of others discern between different feelings and label them appropriately, according to Goleman, "Emotional Intelligence refers to an ability to separate healthy feelings from unhealthy feelings and how to turn negative feelings into positive". Emotional Intelligence plays a significant place in human life. In the present circumstances, youth as well as children are facing difficulties in their life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, and frustration and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable, with anatomy. It deals with interplay of forces with intensities and quantities. As Emotional Intelligence plays central place in human life, one is expected to have emotional intelligence in order to lead an effective life.

Emotional Intelligence occupies a significant place for the person's success in his area of achievement, because Emotional Intelligence reflects our ability to deal successfully with other people and with our own feelings. Knowing about one's Emotional Intelligence is very important for gaining success in any field. In the present situations, most of the problem in our life, in any area, the proper training of emotion is the

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major factor. Emotional Intelligence helps the people for Emotional understanding, empathy accompanied with right actions and behavior. It also helps to lead a better life in peace and cooperation.

Self-confidence is a positive attitude of oneself towards one's self concept. Self-Confidence is an attribute to perceive self. It refers to a person's perceived ability to tackle situation successfully without learning on others and to have a positive self evaluation. Self-confidence is a term which is related with success. A confident attitude is a belief and a faith in oneself and one's ideas are essential in getting ahead but it should also be remembered that self-confidence grows with success that means it is desirable to develop those qualities within oneself that makes for success. It is assumed that the student who believed himself to be able, confident, adequate and have more energy, he can easily achieve academic success. The term Self-confidence is used to refer to individual's judgment about themselves.

Emotional Intelligence plays a important role in solving problems and reducing the conflict between intellectual and emotional aspect. Emotional Intelligence helps a person for building self confidence. Emotional Intelligence is very important in order to achieve success. It will also help a person to think we'll even in a very difficult condition. Very simply we can say that it is the capacity to handle any situation carefully. The students who have high emotional intelligence could make better and goal oriented decisions with the help of their strong emotion and feelings. In the present study the investigator investigating the emotional intelligence and its relationship with Self-Confidence.

Significance of the Study

The present study has been undertaken to find out the relationship between emotional intelligence and self –confidence of the higher secondary school students. The findings of the present study will provide a base which may help in strengthening the emotional intelligence and self confidence of the higher secondary school students, which can also enhancing their academic life. The results will also act as a linkage of Emotional Intelligence and Self-Confidence of the higher secondary school students. After review of related literature and researches the investigator found that there are no studies done on the relationship between emotional intelligence and self confidence. Thus the researcher thinks that it is a potential area of research in the field of Emotional Intelligence and Self confidence of the higher secondary school students.

Objectives of the study

1. To study the students emotional intelligence in relation to –
 - (a) Gender (Boys and Girls).
 - (b) Community (Tribal and Non tribal).
2. To study the Students self-confidence in relation to-
 - (a)Gender (Boys and Girls).
 - (b) Community (Tribal and Nontribal).sssss
3. To find out the relationship between Emotional Intelligence and Self-Confidence of higher Secondary School Students.

Hypotheses of the study

Ho₁

There exists no significant difference in emotional intelligence of students in relation to-

- (a)Gender (Boys and Girls)
- (b) Community (Tribal and Non tribal)

Ho₂

There exists no significant difference in self-confidence of students in relation to-

- (a)Gender (Boys and Girls)
- (b) Community (Tribal and nontribal)

Ho₃

There exists no relationship between emotional intelligence and Self-Confidence of the higher secondary school students.

Operational Definitions of the Key terms used

Emotional Intelligence

In the present study Emotional Intelligence referred to the ability to understanding emotions of one's own and others, understanding motivation, Empathy and handling relations.

Self –Confidence

Self-Confidence refers to a positive attitude of oneself towards one's self concept. It is a person's perceived ability to tackle situation successfully without learning on others and to have a positive self evaluation.

Tribal students

Here in the present study the tribal students means only the students who belongs to Rabha, Bodo, Garo and Hajong community which are available.

Nontribal Students

In the present study except Rabha, bodo, garo and Hajong, rest is mean as Nontribal students.

Delimitation of the Study

The present has been delimited as follows--

1. The study has been confined only to the Govt. Provincialised Assamese medium higher secondary schools of Goalpara District of Assam.
2. Only the higher secondary 1st year students have been considered as the sample for the present study.
3. Only the Arts stream students have been selected as the sample for the present study.

Methodology of the Study

Method of the study

Descriptive survey method has been adopted in order to carry out the present investigation.

Population

Here in the present study, the population consists of all the Assamese medium Govt. provincialised higher secondary schools of Goalpara District (Assam).

In the present study, the population consists of all the students of class XI of Higher secondary provincialised schools of Goalpara District.

Sample of the Study

For the present study the number of sample schools is 8, the sample has been selected with the help of Simple Random Sampling technique. The sample of the present study is 200 out of which 100

boys and 100girls. Again 100 Tribal students and 100 Nontribal students.

Tools for Data Collection

To meet the objectives of the present study the following tools have been used by the investigation for data collection.

1. Emotional Intelligence Scale developed by Dr. A.K Sing and Dr. S Narain.(year-2014)
2. Self confidence Inventory developed by Dr. R. Gupta.(year-2013)

Analysis and Interpretation of Data:

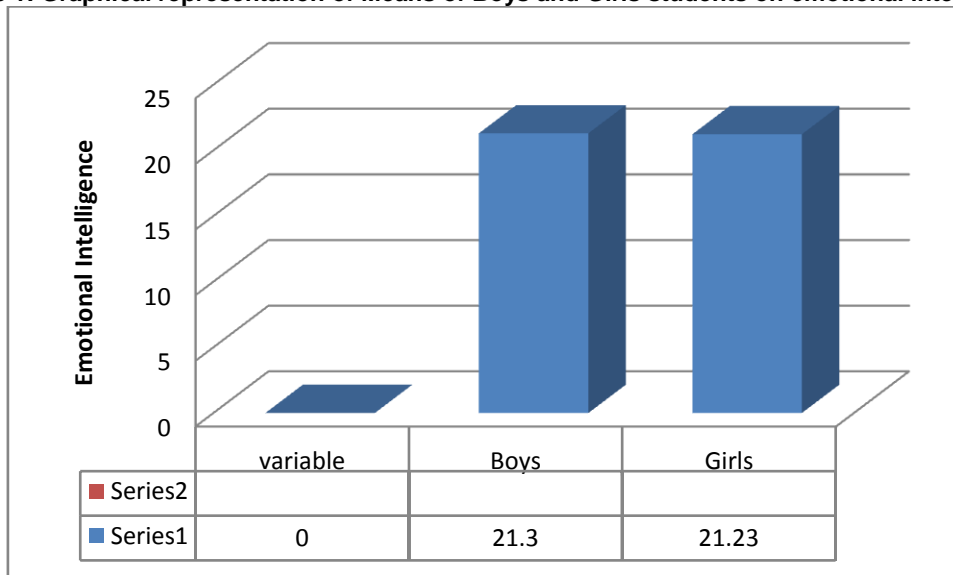
After collection of data for the present study a systematic analysis has been done on the following way-

Table 1(A): showing the Mean ,S.D, Std. Error , 't'- Value and level of significance of 100 boys and 100 girls higher secondary school students on emotional intelligence

Variable	Boys			Girls			df	t-value
	M	S.D	Std.Err mean	M	S.D	Std.Err mean		
Emotional Intelligence	21.30	3.170	.317	21.23	3.330	.333	198	.152

Not significant

Figure 1: Graphical representation of Means of Boys and Girls students on emotional intelligence



Findings and Interpretation

From the above Table 1(A), it has been seen that the mean of Emotional Intelligence score of Boys is 21.30 and that of Girls is 21.23 and also the calculated t-value is .152, which is

not significant. Hence, we can say that the null hypothesis has been accepted.

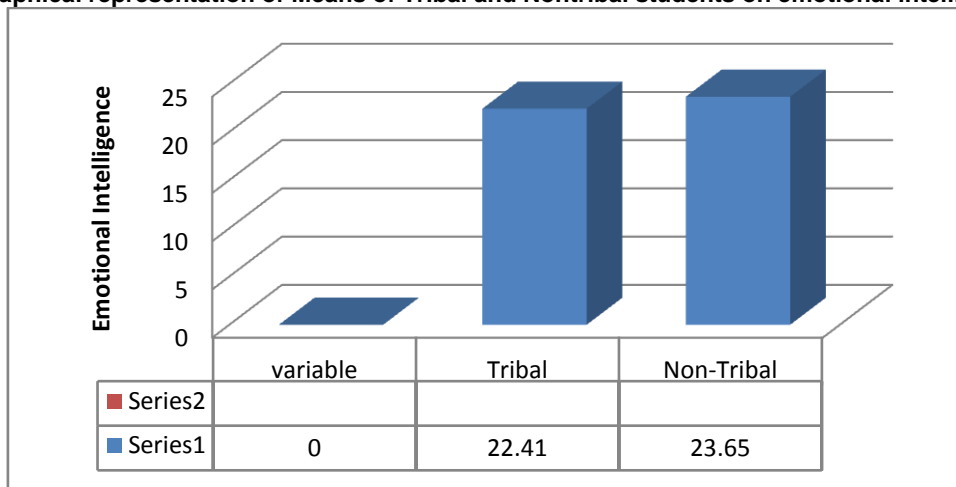
From the observation of the data analysis it can be said that, there exists no differences between Boys and Girls on Emotional Intelligence.

Table 1(B): showing the Mean ,S.D, Std. Error , 't'- Value and level of significance of 100 Tribal and 100 Non-tribal higher secondary school students on emotional intelligence

Variable	Tribal			Nontribal			df	t-value
	M	S.D	Std.Err mean	M	S.D	Std.Err mean		
Emotional Intelligence	22.41	2.843	.284	23.65	3.406	.341	198	2.76**

Significant at .01 level

Figure 2: Graphical representation of Means of Tribal and Nontribal students on emotional intelligence



Findings and Interpretation

From the above mentioned Table 1(B), it has been seen that the mean of Emotional Intelligence score of Tribal students is 22.41 and also the other hand the score of Emotional Intelligence of nontribal students is 23.65 and the calculated t-value is 2.76, which is highly significant at .01 level. Hence, the null hypothesis has been rejected at .01 level of confidence.

From the result it is observed that, students of non-Tribal students have high Emotional Intelligence than the students of tribal.

Objective 2

To study the Students self-confidence in relation to-

(a) Gender (Boys and Girls)

(b) Students caste (Tribal and Nontribal)

Ho₂

There exists no significant difference in self-confidence of higher secondary school students in relation to-

A) Gender (Boys and Girls)

(b) Students caste (Tribal and Nontribal)

Ho₃

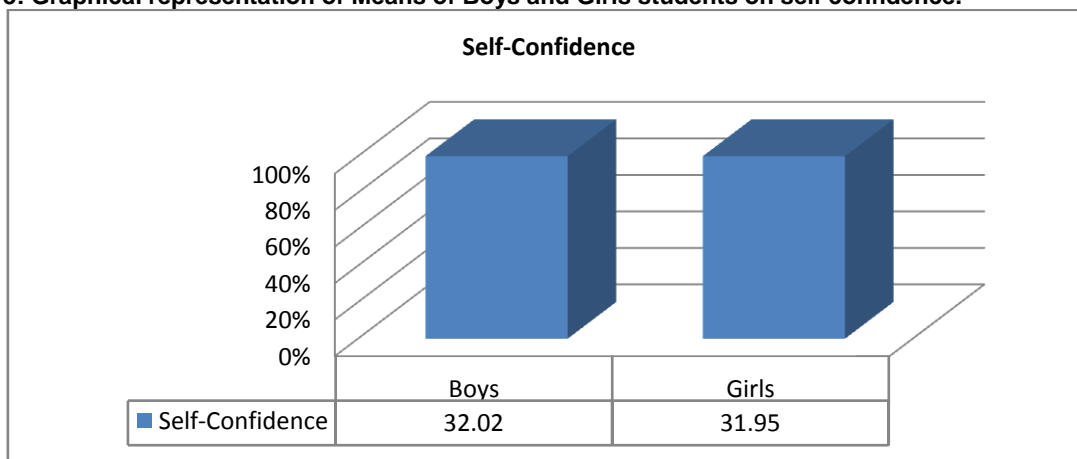
There exist no relationship between Emotional Intelligence and Self Confidence of higher secondary school students.

Table 2(A): showing the Mean ,S.D, Std. Error , 't'- Value and level of significance of 100 boys and 100 girls higher secondary school students on self confidence

Variable	Boys			Girls			df	t-value
	M	S.D	Std.Err mean	M	S.D	Std.Err mean		
Self confidence	32.02	6.788	.679	31.95	7.412	.741	198	.07

Not significant

Figure 3: Graphical representation of Means of Boys and Girls students on self confidence.



Findings and Interpretation

Here from the present study the above mentioned Table 2(A), it has been seen that the mean score of Self Confidence of Boys is 32.02 and that of Girls is 31.95 and the calculated t-value is .07, which

is not significant. Hence, the null hypothesis has been accepted.

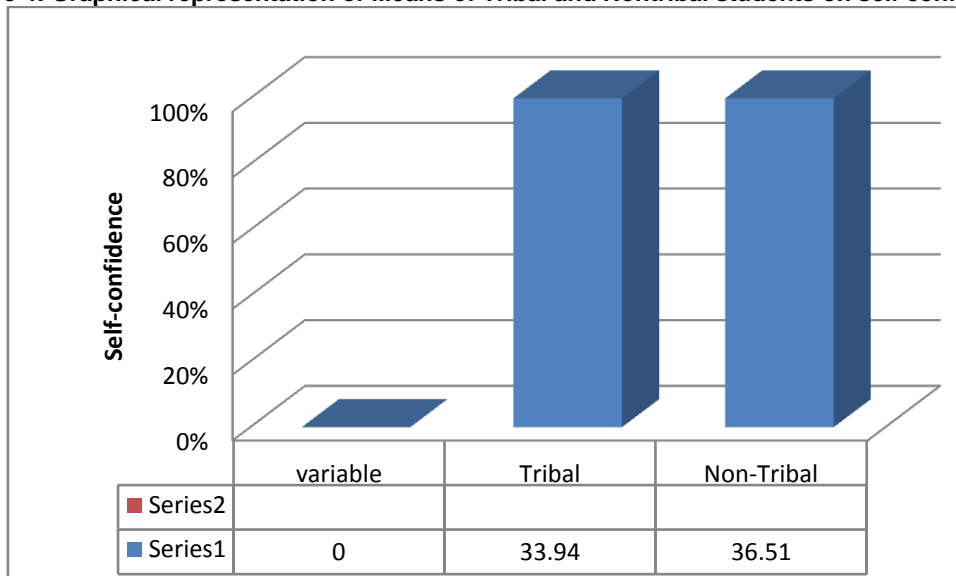
From the analysis of the above mentioned data it can be said that, there is no difference between Boys and Girls in Self-Confidence.

Table 2(B): showing the Mean ,S.D, Std.Error , 't'- Value and level of significance of 100 Tribal and 100 Nontribal higher secondary school students on self confidence

Variable	Tribal			Nontribal			df	t-value
	M	S.D	Std.Err mean	M	S.D	Std.Err mean		
Self confidence	33.94	7.216	.722	36.51	7.109	.711	198	2.54*

Significant at .05 level

Figure 4: Graphical representation of Means of Tribal and Nontribal students on self confidence



Findings and Interpretation

From the above mentioned Table 2(B), it has been found that the mean score of Self confidence of Tribal students is 33.94 and Nontribal students is 36.51 and the calculate t-value is 2.54, which is significant at .05 level of confidence. Therefore, the null hypothesis has been rejected here.

From the analysis it can be said that, students of non-Tribal students have more Self Confidence than Tribal students.

Objective7

To find out the relationship between emotional intelligence and Self-Confidence of higher secondary school students.

Table 3: showing correlation between Emotional Intelligence and Self-Confidence of higher secondary school students

Variable	Correlation	Significant level
Emotional Intelligence	.640	.01
Self- Confidence		

Significant at .01 level

Findings and Interpretation:

From the above analysis it has been found that, the correlation value of Emotional Intelligence and Self-Confidence of higher secondary school students is .640, which is significant at .01 level of confidence.

Hence, it can be said that there is a significant correlation between Emotional Intelligence and Self-Confidence of higher secondary school students.

Findings and Discussion

Major findings of the study has been discussed as follows-

From the objective 1 revealed that There exists no significant difference in emotional intelligence of students in relation to- Gender (Boys and Girls), Community (Tribal and Non tribal). Hence from study it has been found that there exist no differences between Boys and Girls on Emotional Intelligence, again from the study found that students

of non-Tribal students have high Emotional Intelligence than the students of tribal.

The findings of the study was similar with previous study (Dr, A.Pinku,2017) ,found that Gender has no impact on Emotional Intelligence.

Findings from objective 2, it has been found that, there is no difference between Boys and Girls in Self-Confidence. This findings is similar with the previous study done (Sharma ,Dr.Meena,2015), found that no significant difference in self confidence on boys and girls in relation to socio economic status.

From the objective 3 revealed that there exist no relationship between Emotional Intelligence and Self Confidence of higher secondary school students. From the study it has been found that there is a significant correlation between Emotional Intelligence and Self-Confidence of higher secondary school students. After review of related literature it has been found that no study has been done in early for the relationship between Emotional Intelligence and Self Confidence.

Conclusion

The study concluded that, as the major aimed of the study was to examine the relationship between Emotional Intelligence and Self Confidence of Higher Secondary school students. The results from the study showed that there is a significant correlation between Emotional Intelligence and Self-Confidence of higher secondary school students. This study has shown that Emotional Intelligence influence Self Confidence.

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