

## **A Study on Emotional Intelligence and Self-Confidence among Higher Secondary Students**

**By**

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### **Abstract**

The major aim of the study was to find out the emotional intelligence and self confidence of higher secondary school students. Sample of the study consisted of 300 male and female higher secondary school students. The sample was taken on proportionate basis according to the population of male and female higher secondary school students in the district. The study was co-relational in nature. The required data was calculated through survey technique. The instrument was named Emotional Intelligence scale by Malouff, Hall, Haggerty, Cooper, Golden, Dornheim to measure the emotional intelligence of higher secondary school students. The another instrument was named Self confidence scale by M.Basavanna to find out the self confidence of higher secondary school students. Statistical techniques like Mean, Percentiles, Standard deviation, and t-value were used to analyses the data. The result shows that emotional intelligence was independent of gender, subject, and locality of the school, type of family, father's occupation, and family income. The level of higher secondary school student's emotional intelligence was average in nature. The female students are better than the male students on their emotional intelligence.

**Keywords:** Emotional intelligence, self confidence and higher secondary school students,

### **Introduction**

We live in a world that is changing faster than ever before and facing unparalleled challenges. In the current competitive situation where students are expected to perform multi roles with performance and effectiveness, it is highly needed to realize their right position and passionate intelligence towards the unseen complexities of life and quality education. The proposed New Policy on Education mainly focused on improving the quality of education that can be produced by making the students emotionally intelligent. Emotional knowledge helps in bringing better achievement of students and offer them skills for their personal and professional lives. Self-confidence refers to a state of mind which allows people to be constructive and sensible of themselves and their affairs. Self-confidence means the trust in one's abilities to attain the goal. Self-confidence can be described as a person's mental attitude of trusting and relying on himself/herself and his his/her abilities to attain the goal. Positive and careful attitude of parents, peers and teachers fosters self-confidence among students and negative attitude hampers self-confidence. Self-confidence has significant role in development of academic performance, learning and success. Students with positive self-confidence have a positive and realistic self-image. They have the ability to handle criticism, show affection, and be optimistic and assertive.

## **Emotional intelligence**

Emotional intelligence and self-confidence is considered as key role players in every field of life, practical implications have examined by different researchers (Carmeli et al., 2007; Mayer, J. 2009). Emotional intelligence term is unfortunately very rarely known to the general public of Pakistan. Men and women both should be emotionally intelligent to deal the matters of life successfully but they both don't take this intelligence seriously. The theoretical proposal of emotional intelligence is that individuals who have high emotional intelligence are probably experience more success in professional and non-professional aspects of life than individuals with low emotional intelligence. Emotional intelligence has been defined as the ability to adaptively recognize, understand, manage, harness emotions both in self and others (Mayer & Salovey 1995; Schutte et al., 1998) and to use emotion to facilitate cognitive processing (Mayer et al., 1999). Emotional intelligence has been conceptualized in the literature both as a relatively enduring trait and as ability (Mayer et al., 2002; Petrides & Furnham, 2006; Schutte et al., 1998). Self-confidence of the same individual cannot be overlooked (Carmeli et al., 2007).

## **Self confidence**

Self confidence is the greatest gift that we can give to the students. The students with physical disabilities, learning difficulties, and motor skills difficulties face a lack of confidence in the class. But the students with a lot of confidence can achieve success in their life. Confidence is a tool that helps the student to manage their problems, challenges, fears, and maintains a positive attitude. A confident student is a happy and fruitful and can face every problem that comes in his life. There are some strategies and activities that teachers and parents can do to build self-confidence in students. Past success plays an important role in the development of self-confidence. Success in any field usually boosts the confidence of a person. Self-confidence leads to optimism and energises a person to believe in his/her abilities regardless of the challenges of the task. On the other hand, low self-confidence might make you feel full of self-doubt, be passive or submissive, or have difficulty trusting others. You may feel inferior, unloved, or be sensitive to criticism. Feeling confident in yourself might depend on the situation. For instance, you can feel very confident in some areas, such as academics, but lack confidence in others, like relationships.

## **Review of related literature**

Anjali Kumari (2022) conducted a study on A Study of Emotional Intelligence among School Students of Jashpur District. The present study was undertaken to examine the emotional intelligence of school students of Jashpur district. For that, 80 students were selected randomly from various government schools of jashpur district and Mangal Emotional Intelligence Inventory and Personal Data Questionnaire (PDQ) was used to examine Emotional Intelligence. The objective was (i) To examine the extent of emotional intelligence among school students. The findings are (i) Most of the school students had high emotional intelligence, and (ii) Most of the Hindu and Muslim school students had high emotional intelligence, and (iii) Most of the boy and girl school students had high emotional intelligence, and (iv) Most of the class 10 and 12 school students had high emotional intelligence.

Osama Khassawneh et al. (2022) conducted a study on The Relationship between Emotional Intelligence and Educators' Performance in Higher Education Sector. The significance of emotions in the classroom has been thoroughly explored, but discussions on

educators' abilities to recognize, regulate, and manage their emotions are still ongoing. This paper aims to look at the concept of emotional intelligence (EI) and how professors in higher education can use it to achieve better results in the form of emotional intelligence competencies (EIC). A total of 312 educators from 25 higher education institutes in the United Arab Emirates (UAE) participated in this study. In sampling the Emotional Intelligence Competencies for this study, we adopted Costa and Faria's (2015) EQ test, administered to the respondent. The Reuven Bar-On emotional intelligence scale was created and standardized to gather data. Using structural equation modeling, the validity and utility of a proposed model for EI-based teaching competencies and their relationship to critical strengths were evaluated (SEM). The findings show that EIC significantly impacts educator behavior, which in turn improves student success. In order to ensure successful instruction and remarkable performance, the study provides valuable recommendations to higher education institutes about the importance of recruiting new instructors with high skills in EI and providing training sessions for existing educators to improve their EI skills.

Leona Cilar Budler et al. (2022) conducted a study on Emotional Intelligence among Nursing Students: Findings from a Longitudinal Study. Emotional intelligence is an important factor for nursing students' success and work performance. Although the level of emotional intelligence increases with age and tends to be higher in women, results of different studies on emotional intelligence in nursing students vary regarding age, study year, and gender. There was a significant difference in emotional intelligence between students in their first ( $M = 154.40$ ; 95% CI: 101.85–193.05) and third year ( $M = 162.01$ ; 95% CI: 118.65–196.00) of study using TEIQue-SF questionnaire. There was a weak correlation ( $r = 0.170$ ) between emotional intelligence and age measuring using the TEIQue-SF questionnaire, and no significant correlation when measured using SSEIT ( $r = 0.34$ ). We found those nursing students' emotional intelligence changes over time with years of education and age, suggesting that emotional intelligence skills can be improved. Further research is needed to determine the gendered nature of emotional intelligence in nursing students.

Nand Kishor et al. (2022) conducted a study on self confidence among senior secondary school going students. Self confidence among senior secondary school going student. The present study was conducted to study self confidence among senior secondary school going students. The total sample of 200 secondary school students was taken from the Moga and Ferozpur district of Punjab to collect the requisite data through random sampling. Agnihotri's Self-Confidence Inventory (ASCI) by Rekha Gupta (1985) was used to collect data. Statistical techniques used Mean, Standard Deviation, t-test. It was found that there was significant mean difference in self-confidence between government and private, and between boys and girls. But, there was insignificant mean difference in self-confidence between rural and urban.

Ashok Malhotra (2022) conducted a study on A Study of the Level of Self-Confidence among High and Low Achiever School Students. The purpose of the present study is to study the level of self-confidence of school students. It also investigated the region as well as academic achievers' differences regarding these variables. The t-ratio (2.04) for self-confidence and academic achievers (high and low achievers) was significant ( $P < 0.05$ ). The mean score (18.45) for high-achieving students was higher in confidence in comparison to low-achieving students (21.54). The t-ratio (6.56) for the region (urban and rural) was significant ( $P < 0.01$ ). Maximum cases ranged between average and high levels of self-confidence among the total sample. High achievers have high levels of self-confidence and low achievers have average levels of self-confidence and they are significantly different from each other. The level of self-confidence is higher among urban compared to rural school students.

Rafiq ahmad lone (2021) conducted a study on Self-confidence among Students and its Impact on their Academic Performance: A Systematic Review. Self-confidence refers to a state of mind which allows people to be constructive and sensible of themselves and their affairs. Self-confidence means the trust in one's abilities to attain the goal. Self-confidence has significant role in development of academic performance, learning and success. Students with positive self-confidence have a positive and realistic self-image. They have the ability to handle criticism, show affection, and be optimistic and assertive. Past success plays an important role in the development of self-confidence. Success in any field usually boosts the confidence of a person. Self-confidence leads to optimism and energises a person to believe in his/her abilities regardless of the challenges of the task. Self-confidence encourages a person to take risks, try novel ideas, new things and acquire different skills to combat a situation.

## **Significance of the Study**

Emotional intelligence and self-confidence are both crucial elements for success in both personal and professional settings. People with high emotional intelligence are better at understanding the emotions and needs of others. This enables them to communicate more effectively and build stronger relationships. Emotional intelligence helps individuals to manage conflict and resolve disputes in a more constructive and positive manner. Leaders with high emotional intelligence can inspire and motivate their teams, and they are more adept at managing their emotions and those of others. Emotional intelligence helps individuals to make better decisions by considering not only the facts, but also the emotions and needs of those involved. Emotional intelligence can help individuals manage stress, cope with challenges, and maintain a positive outlook on life.

When individuals are confident in their abilities, they are more likely to perform at their best and achieve their goals. Self-confidence enables individuals to bounce back from setbacks and challenges more easily. Self-confidence enables individuals to speak up for themselves, assert their needs and boundaries, and make their opinions known. When individuals are confident, they tend to have a more positive self-image and feel more self-assured. Confidence can make individuals more attractive to others, and it can help them build stronger, more positive relationships. Therefore, the researcher has taken up this study to know the emotional intelligence and self-confidence of the of higher secondary school students.

## **Objectives**

- 1 To find out the emotional intelligence and self-confidence among higher secondary school students with respect to gender.
- 2 To find out the emotional intelligence and self confidence among higher secondary school students with respect to Type of school
- 3 To find out the emotional intelligence and self confidence among higher secondary school students with respect to Group
- 4 To find out the emotional intelligence and self confidence among higher secondary school students with respect to Locality of the school
- 5 To find out the emotional intelligence and self confidence among higher secondary school students with respect to Parent education

## **Hypotheses**

- 1 There is no significant difference between emotional intelligence among higher secondary school students with respect to gender.

- 2 To find out the emotional intelligence among higher secondary school students with respect to Type of school
- 3 To find out the emotional intelligence among higher secondary school students with respect to Group
- 4 There is no significant difference between self confidences among higher secondary school students with respect to gender.
- 5 To find out the emotional self confidence higher secondary school students with respect to Type of school
- 6 To find out the self confidence among higher secondary school students with respect to Group

## Method

Descriptive survey research method has been used in present study.

## Sample

The sample for the investigation was drawn from the higher secondary school students located in Tiruppathur District of Tamil Nadu state by using simple random sampling technique. It comprises 300 higher secondary school students.

## Tools Used

Emotional Intelligence tool developed and standardised by Malouff, Hall, Haggerty, Cooper, Golden, Dornheim and Self Confidence scale by M.Basavanna was used in the present study.

## Reliability of the tool

The investigator used test – retest method in establishing the reliability of the tool on Emotional intelligence and self-confidence. The response of both the test and retest were scored and the correlation co-efficient of 0.79 was found between the test and retest for Emotional intelligence scale and self-confidence is 0.73 was established. Thus the reliability of the tool was established.

### *Hypothesis: 1*

There is no significant difference between emotional intelligence among higher secondary school students with respect to gender.

**Table: 1:** *Emotional intelligence among higher secondary school students with respect to gender.*

Variable	Gender	N	Mean	Std. Deviation	t- value	Level of significance	Remarks
Emotional Intelligence	Boys	142	127.46	16.970	1.752	0.081	NS
	Girls	158	131.11	18.955			

From the table it is inferred that 't' value is 1.752, which is not significant at 0.05 levels. Therefore the null hypothesis is accepted and research hypothesis is rejected. It is inferred that

boys and girls mean score differs not significantly in emotional intelligence among higher secondary school students.

**Hypothesis: 2**

To find out the emotional intelligence among higher secondary school students with respect to Type of school

Variable	Type of School	Mean	Std. Deviation	t- value	Level of significance	Remarks
Emotional Intelligence	Government	246	129.99	1.235	0.218	NS
	Private	54	126.63			

From the table it is inferred that 't' value is 1.235, which is not significant at 0.05 levels. Therefore the null hypothesis is accepted and research hypothesis is rejected. It is inferred that Government and Private mean score differs not significantly in emotional intelligence among higher secondary school students.

**Hypothesis: 3**

To find out the emotional intelligence among higher secondary school students with respect to Group

Variable	Group	N	Mean	Std. Deviation	t- value	Level of significance	Remarks
Emotional Intelligence	Science	191	126.46	18.520	3.790	0.00	S
	Arts	109	134.51	16.199			

From the table it is inferred that 't' value is 3.790, which is significant at 0.05 levels. Therefore the null hypothesis is rejected and research hypothesis is accepted. It is inferred that Science and Arts mean score differs significantly in emotional intelligence among higher secondary school students.

**Hypothesis: 4**

There is no significant difference between self confidence among higher secondary school students with respect to gender.

Variable	Gender	N	Mean	Std. Deviation	t- value	Level of significance	Remarks
Self confidence	Boys	142	88.63	11.609	1.403	0.16	NS
	Girls	158	90.69	13.642			

From the table it is inferred that 't' value is 1.403, which is not significant at 0.05 levels. Therefore the null hypothesis is accepted and research hypothesis is rejected. It is inferred that Boys and girls mean score not differs significantly in self confidence among higher secondary school students.

**Hypothesis: 5**

To find out the self confidence higher secondary school students with respect to Type of school

Variable	Type of School	N	Mean	Std. Deviation	t- value	Level of significance	Remarks
Self confidence	Government	246	88.22	12.885	4.457	0.00	S
	Private	54	96.50	9.546			

From the table it is inferred that 't' value is 4.457, which is significant at 0.05 levels. Therefore the null hypothesis is rejected and research hypothesis is accepted. It is inferred that Government and Private mean score differs significantly in self confidence among higher secondary school students.

### **Hypothesis: 6**

To find out the self confidence among higher secondary school students with respect to Group

Variable	Group	N	Mean	Std. Deviation	t- value	Level of significance	Remarks
Self confidence	Science	191	87.72	14.121	3.666	0.00	S
	Arts	109	93.21	8.903			

From the table it is inferred that 't' value is 3.666, which is significant at 0.05 levels. Therefore the null hypothesis is rejected and research hypothesis is accepted. It is inferred that science and arts mean score differs significantly in self confidence among higher secondary school students.

## **Major Findings of the Study**

It is found that from the table it is inferred that 't' value is 1.752, which is not significant at 0.05 levels. Therefore the null hypothesis is accepted and research hypothesis is rejected. It is inferred that male and female mean score differs not significantly in emotional intelligence among higher secondary school students.

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### **Suggestions for Further Research**

- A similar study may be carried out drawing the sample from college and university teachers.
- Studies may be conducted to know the emotional intelligence and self confidence among higher secondary school at variable level.
- A research can be attempted to know the relationship between Emotional intelligence and self confidence of students.
- The similar study conducted among the prospective teachers.
- The curriculum should in a high-quality competency-based educational program
- To increase positive teaching attitude various training programmes should be arranged.

### **Educational Implications**

- ✓ It could be made as mandatory that Education Institutions should organise the programme to develop the emotional intelligence and self confidence.
- ✓ Students should improve the emotional intelligence and self confidence.
- ✓ Several programmes should be organized by educational administrators for development of self confidence for students.
- ✓ Several seminars should be organized by schools and other agencies in schools related to development of self confidence and emotional intelligence.
- ✓ Several programmes should be organized by educational administrators for development of emotional intelligence in student-teachers.

### **Conclusion**

Self-confidence is basically a competence which allows individuals to persist positive yet sensible perspectives on themselves and their situations. Self-confident people have trust on their capabilities, have an overall control when it comes to their lives, sensibly speaking, they will have the option to do whatever they desire, plan, and want to anticipate. As per available literature 55%-63% of youths are at low degree of emotional intelligence which brings about low confidence. Emotional intelligence is defined as how an individual is able to manage, know and further use the emotions in a positive way so that challenges can be overcome and effective communication can take place along with empathizing with others. The research is very relevant as it reflects that self-confidence and emotional intelligence are important perimeters of personal and professional success.

### **Self-Confidence a Demeanor to Emotional**

#### ***Intelligence***

Dheeraj Upadhyay, Shivangi Talwar, Shivani Tiwari & Dr. Harminder Gujral (Faculty)  
Amity University, Noida.

### ***Abstract***

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## **Reference**

### ***Students.***

### ***Method***

### ***Sample***

The sample of present study was consisted 200 senior secondary school students belonging to Moga and Ferozepur district which was taken through random sampling technique. Both male and female students were included. The study was delimited to two hundred senior secondary students of different schools of Moga and Ferozepur districts.

### ***Procedure***

The data was collected from rural and urban schools students. The prior permission from the Principals of the selected school was taken. The instructions of the tool were made clear to them. After that the tool was administered on them according to the instructions given in the respective manual and the response-sheets were collected. After collecting the required data from the students, scoring was done according to the instructions given in the manuals of respective tool. Data was analyzed with descriptive and inferential statistics (t-test).

### ***Measures***

Agnihotri's Self-Confidence Inventory (ASCI) by Gupta (1985) was used to collect data.

## Result and Analysis

Table 1: Showing the comparative view of self-confidence of govt. and private sr. Sec. School going Students.

Organization of School	N	Mean	SD	Mean S.E.	(d)	t-value	Diff (d)
Government	100	30.50	7.68	3.33	1.16	2.88	
Private	100	27.17	8.62				

Table 1 shows that there is significant difference in the mean scores of govt. and private among sr. sec. school going students. It can be seen from table 1 that the mean score of govt. School students is 30.50 and private school students is 27.17. The S.D. of both groups is 7.68 and 8.62 respectively. The calculated t-value is 2.88, the tabulated t-value at 0.01 level and 0.05 level are 2.58 and 1.98 respectively. Since the calculated value is higher at 0.01 level than tabulated value. This indicates that there is significant mean difference in self-confidence between government and private.

Therefore the hypothesis “There exists no significant difference in self-confidence between government and private senior secondary school going students.” is rejected.

Table 2: Showing the comparative view of self-confidence rural and urban sr. Sec. School going Students.

Locale	N	Mean	SD	Mean Diff	S.E. (d)	t-value
Rural	100	28.78	8.13	-0.11	1.22	0.09
Urban	100	28.89	8.54			

Table 2 shows that there is no significant difference in the mean scores of rural and urban among sr. sec. school going students. It can be seen from table 4.2 that the mean score of male School students is 28.78 and urban school students is 28.89.

The S.D. of both groups is 8.13 and 8.54 respectively.

The calculated t-value is 0.09, the tabulated t-value at 0.01 level and 0.05 level are 2.58 and 1.98 respectively. Since the calculated value is lower than at 0.05 table value at .05 level. This indicates that there is insignificant mean difference in self-confidence between rural and urban.

Therefore the hypothesis “There exists no significant difference in self-confidence between rural and urban senior secondary school going students” is accepted.60

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