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**Abstract**

*This paper major objective was to find out the level of emotional intelligence with reference to the gender, area and category of the students of standard twelfth. Normative survey method was employed. The stratified random sampling technique was used to select the sample. Out of 100 sample 45 male students and 55 female students from higher secondary schools of Lunawada taluka of Gujarat state. Emotional Intelligence scale was used for the present study. This scale was developed and standardized by Dr. Pallaviben P. Patel and Dr. Hitesh P. Patel.*

*The 't' test was used for data analysis statistical technique. The result revealed that the level of emotional intelligence of standard twelfth students in Lunawada taluka moderate. Significant differences were found in emotional intelligence of standard twelfth students with regard to gender and area. However, open category and reserved category students were found to have similar level of emotional intelligence.*

**key words :** *intelligence, emotional intelligence, gender, area*

Emotional Intelligence is a phrase that incorporates the intricate aspects of both emotion and intelligence. Emotions rule the heart while intelligence reigns supreme in the brain. Mayer and Salovey (1990) coined the phrase emotional intelligence and defined it as the specific competencies it encompasses organizing skills in four branches i.e perceiving emotions, facilitating thoughts, understanding emotions and managing emotions. Originally emotions were considered as distracting elements of cognitive processes but new emotions are considered as vital phenomena for providing useful information about how to solve daily problems. So, the intelligent use of our emotions is considered essential for one's physical and mental health. Increased feelings of control and competence should lead to more active, effective coping and to better mental and physical health outcomes. We have been conditioned to judge intelligence with the numbers. In the past fifteen years, however, researches have found that this isn't necessarily the case that in actually, a person's emotional intelligence (EQ) might be a greater predictor of success than his or her IQ. Having a healthy emotional intelligence is very important for people to lead happy and successful life. Healthy emotional intelligence helps us set or personal boundaries, make decisions about our lives and communicate with the people we love.

According to Goleman, cognitive skills help us to get into a job but emotional skills help us thrive once we have hired. Emotional intelligence matters twice as much as technical and analytical skills combined for star performances. The higher the people move in any profession, the more crucial become the role of intelligence.

Patterns of emotional intelligence are not fixed. So men and women can boost their all-round EQ by building their emotional abilities where they lack them, says psychologist Steven Stein. IQ is relatively stable through out life but much of emotional skill is learned says Goleman.

According to Neil Humphrey et.al (2007) in recent years there has been an increased interest in the role of emotional intelligence is both the academic success of students and

their emotional adjustment in school, However, promotion of emotional intelligence in school has proven a controversial pursuit. After home, school is a crucible that will heavily influence children's attitude and behavior. Puberty is a time of change in child's biology. Thinking capacities and brain functioning are also crucial at this state. This is the time to be socially responsible and appropriate to control emotions so as to have an optimistic outlook. There is a need to infiltrate lessons of emotional intelligence into the fabric of school life. Emotional intelligence can help counter violence and other pitfalls that prevent children from growing into productive satisfied adults. It helps them keep their lives on track. Students having low emotional intelligence must be provided special remedial help for improvement in the development of their well being. Keeping these points in view the present study was under taken.

**Objectives**

To find out the level of emotional intelligence of male and female students.

To find out the level of Emotional intelligence of rural and urban school students.

To find out the level of Emotional intelligence of open and reserved category students.

**Hypotheses**

There exists no significant difference in level of Emotional Intelligence of male and female students of standard twelfth. There exists no significant differences in level of Emotional Intelligence of rural and urban area students of standard twelfth.

There exists no significant difference in level of emotional intelligence of open and reserved category students of standard twelfth.

**Research Design :** In order to achieve the above cited objectives, survey method of research was adopted. The aspects of the methodology followed are sample, 100 and statistical technique. The study was conducted on a sample 100 students of standard twelfth of higher secondary schools

from Lunawada taluka of Gujarat state. Due representation to gender and locality of the school was given through stratified random sampling technique. Emotional Intelligence scale was used for the present study. This scale was developed and standardized by Dr. Pallaviben Patel and Dr. Hitesh P. Patel and it contains total 77 items out of which 63 items are positive and 14 items are negative. The t-test was used to analyze the data.

**Analysis And Interpretation :** The data were analysed through certain descriptive as well as inferential statistics. In order to study the significant differences in emotional intelligence of students with regard to gender, area and category, t-test was employed. The significance of differences was checked at 0.01 level of significance.

**Table-1**

**Showing Mean, S.D., SED and t value of scores of Emotional Intelligence of students different Categories**

Sr. Category of Students	N	Mean	SD	SED	t	Level of significance
<b>1. Gender</b>						
Male	45	251.76	5.29	1.14	12.45	**
Female	55	265.95	6.13			
<b>2. Area</b>						
Urban	53	258.28	5.98	0.58	7.29	**
Rural	47	262.51	2.01			
<b>3. Category</b>						
Open	35	259.86	5.60	1.30	1.83	NS
Reserved	65	257.48	4.79			

Note : \*\* = Significant at 0.01 level, NS = Not significant  
The table-1 shows that the mean emotional intelligence score (265.95 with S.D. 6.13) of female students was found to be significantly high ( $t = 12.45$ ,  $P < 0.01$ ) in comparison to mean emotional intelligence score of male students (251.76 with S.D. 5.29), thereby, rejecting null hypothesis ( $H_0$ ) that there exists no significant difference in emotional intelligence than male students. Hence, it was inferred that female students tend to be more emotional intelligence than male students. This finding is in agreement with Matliwala (2011) who reported that urban area science stream girls are higher than urban area science stream boys in the EQ. The mean emotional intelligence score (262.51 with S.D. 2.01) of rural students was found to be significantly high ( $t = 7.29$ ,  $p < 0.01$ ) in comparison to mean emotional intelligence score of urban students (258.28 with S.D. 5.98),

thereby rejecting null hypothesis ( $H_0$ ) that there exists no significant difference in emotional intelligence of rural and urban students. Hence, it was inferred that rural students tend to be more emotional intelligence than urban students. On the other hand, the mean difference in emotional intelligence scores of open category students (259.86, S.D. 5.60) and reserved category students (mean 257.48, S.D. 4.79) was not found to be significant as the computed 't' value (1.83) fall short of the table value at 0.05 level of significance. Therefore, the hypothesis that there exists no significant difference between open category and reserved category students with respect to their emotional intelligence stands accepted. It may be averred that the level of emotional intelligence of open and reserved category students are the same.

**Conclusion :** The results discussed above indicate that the emotional intelligence of standard XIIth students in Lunawada taluka moderate and factors like gender, area and category seems to have an impact on their emotional intelligence level. There is a need to enhance the emotional intelligence of standard twelfth so that they can their optimum to the students. The higher secondary teachers should be provided healthy academic environment in the school so that they feel satisfied and comfortable. We should make some special efforts to develop emotional intelligence of our students for their successful life. This type of programmes must be arranged for arts and science stream students according to the area, gender and category.

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