



Emotional Intelligence among Secondary School Students in Aizawl City in Relation to Gender, Residential Origin and Family Structure

¹JC Lalrinmawia & ²Dr. Donna Lalnunfeli

¹Research Scholar, Institute of Advanced Studies in Education (IASE), Aizawl, India
jaysoul137@gmail.com

²Associate Professor, Institute of Advanced Studies in Education (IASE), Aizawl, India
donna19feb@yahoo.com

Abstract: Emotional Intelligence (EI) plays a vital role in shaping adolescent's ability to navigate academic stress, social relationships and emotional self-regulation. This study examined the variation in Emotional Intelligence (EI) among secondary school students in Aizawl City with respect to gender, residential origin and family structure. A descriptive survey design was adopted for the study. The sample comprised 300 students studying in Classes IX and X, selected through stratified random sampling from secondary schools in Aizawl City. Data were collected using the Emotional Intelligence Scale (EIS-SANS) developed by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014). The collected data were analysed using both descriptive and inferential statistical techniques. Mean and standard deviation were used to describe the data, while independent-samples t-tests were employed to examine differences in emotional intelligence across the selected demographic variables. The findings revealed no statistically significant differences in emotional intelligence with respect to gender, residential origin or family structure. The study suggests that emotional intelligence is relatively consistent across these demographic groups, highlighting the need for school-based initiatives that promote the emotional development and well-being of all students, irrespective of their background.

Keywords: Emotional Intelligence, Adolescent, Gender, Residential Origin, Family Structure.

1. INTRODUCTION

Adolescence is an important stage of human development which is marked by rapid physical, cognitive, emotional, social and behavioural changes. It is a period during which individuals begin to form their identity and develop meaningful relationships. Alongside these changes, adolescents experience a wide range of emotions as they cope with challenges arising from school, family and peer interactions. Since this stage is characterized by heightened neuroplasticity in brain regions responsible for emotional regulation, adolescents are particularly responsive to both environmental stressors and positive developmental influences (Giedd, 2008). Consequently, the ability to understand and manage emotions becomes increasingly important during this period.

Emotional Intelligence (EI) is generally understood as the ability to recognise, understand, manage and regulate one's own emotions as well as those of others. Salovey and Mayer (1990) described emotional intelligence as a form of social intelligence that enables individuals to monitor their own emotions and those of others, distinguish among them and use this information to guide thinking and behaviour. This suggests that emotions are not merely feelings to be experienced but valuable sources of information that influence decision-making, relationships and effective adaptation to different situations.

Emotional intelligence serves as a transformative force in educational settings by enabling students to understand and regulate emotions effectively while supporting their academic and social adjustment. Studies have shown that students with higher emotional intelligence experience lower levels of academic stress than those with lower emotional



intelligence (Kauts, 2016). Thus, emotional intelligence has become an important component of holistic education for overall transformation and development.

2. NEED OF THE STUDY

Although emotional intelligence has been widely studied, research in Mizoram has primarily focused on higher secondary and college students, with comparatively fewer studies conducted at the secondary school level. Since adolescence is a crucial period for emotional and social development, understanding emotional intelligence at the secondary level is important for identifying student's emotional strengths and needs at an early stage. Moreover, adolescent's emotional development is shaped by the educational and socio-cultural environment in which they grow up, making it important to examine emotional intelligence within the context of Aizawl City.

The present study seeks to examine emotional intelligence with respect to gender, residential origin and family structure. Differences in these factors may influence the emotional experiences, support systems and social interactions of adolescents, thereby contributing to variations in emotional intelligence. The findings of the study are expected to provide valuable insights for teachers, parents and educational planners in designing context-specific strategies that promote students emotional well-being and support their holistic development.

3. LITERATURE REVIEW

Lawrence and Deepa (2013) conducted a study in Kanyakumari District, Tamil Nadu, to examine the emotional intelligence and academic achievement of high school students. The study surveyed 400 students from Classes IX and X. The findings revealed no significant difference in emotional intelligence between male and female students.

Kar et al. (2014) conducted a study in the Purulia district of West Bengal, India, to examine the emotional intelligence of secondary school students in relation to gender and residential background. The study included 235 students selected through random sampling. The findings revealed that residential background had a significant influence on emotional intelligence, with urban students scoring higher than their rural counterparts, whereas no significant difference was found based on gender.

Kumar (2020) conducted a study among higher secondary students in the Pattukkottai Educational District of Tamil Nadu, India, to examine their emotional intelligence. Data were collected from 300 randomly selected Class XI students across three higher secondary schools. The findings indicated that emotional intelligence was not significantly influenced by gender, locality or type of family structure.

Rathore and Sharma (2020) conducted a study in Indore, Madhya Pradesh, to examine emotional intelligence among youth from joint and nuclear families. The study employed a simple random sampling technique to select 201 participants, comprising 95 from joint families and 106 from nuclear families. The findings revealed no significant difference in emotional intelligence between individuals belonging to joint and nuclear families.

Lalrinngheti and Chawngthu (2022) conducted a study among higher secondary school students in Aizawl city to examine their emotional intelligence. Using a simple random sampling technique, the researchers selected a sample of 431 students. The findings revealed a significant difference in emotional intelligence between male and female students, with male students demonstrating higher levels of emotional intelligence.

Sailo et al. (2026) conducted a correlational study among higher secondary school students in Aizawl to examine the relationship between emotional intelligence and self-efficacy, as well as gender differences in these variables. Using convenience sampling, the researchers selected 265 students from three higher secondary institutions. The findings revealed a significant gender difference in emotional intelligence, with male students scoring higher than female students.

4. RESEARCH OBJECTIVES

1. To compare emotional intelligence between male and female secondary school students in Aizawl city.
2. To compare emotional intelligence between urban and rural secondary school students in Aizawl city.



3. To compare emotional intelligence between secondary school students belonging to joint and nuclear families in Aizawl city.

5. HYPOTHESES OF THE STUDY

1. There is no significant difference in emotional intelligence between male and female secondary school students in Aizawl city.
2. There is no significant difference in emotional intelligence between urban and rural secondary school students in Aizawl city.
3. There is no significant difference in emotional intelligence between secondary school students belonging to joint and nuclear families in Aizawl city.

6. RESEARCH DESIGN

The study employed a Descriptive Survey Research design to examine and compare the emotional intelligence of secondary school students in Aizawl city. Comparisons were made based on selected demographic variables, namely gender, residential origin and family structure.

7. TOOL USED

Data were collected using the Emotional Intelligence Scale (EIS-SANS) developed by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014). The standardized scale consists of 31 items and employs a two-point response format, with each statement answered as 'Yes' or 'No'.

8. POPULATION OF THE STUDY

The population for the study consisted of all students enrolled in Classes IX and X in secondary schools within Aizawl city.

9. SAMPLE OF THE STUDY

A sample of 300 secondary school students was selected for the study. For the purpose of analysis, the participants were classified according to gender (male/female), residential origin (rural/urban) and family structure (joint/nuclear).

10. SAMPLING TECHNIQUE

The study employed a stratified random sampling technique, with gender used as the stratification variable. Secondary schools were initially selected through random sampling, from which an equal number of male and female students (150 each) were randomly selected.

Although information regarding residential origin and family structure was collected from all participants, these variables were not used as strata during the sampling process. Instead, they were treated as naturally occurring characteristics of the selected sample and were subsequently used as grouping variables for comparative analysis.

11. DATA ANALYSIS TECHNIQUE

The collected data were analyzed using descriptive and inferential statistical techniques. Mean and standard deviation were used as descriptive statistics, while the independent-samples t-test was employed to test the hypotheses.

12. FINDINGS OF THE STUDY

1. Findings with regard to Objective No.1 - Comparison of emotional intelligence between male and female secondary school students in Aizawl city.

Hypothesis No. 1: *There is no significant difference in emotional intelligence between male and female secondary school students in Aizawl city.*



Table-1

Emotional intelligence comparison between male and female secondary school students

Gender	No.	Mean	SD	df	t-value	Significance
Male	150	20.89	3.90	298	0.37	Not Significant
Female	150	20.73	3.75			

A perusal of the data presented in Table-1 shows the comparison of emotional intelligence levels between male and female secondary school students. The mean score of male students is 20.89 with a standard deviation of 3.90, whereas the female students have a slightly lower mean of 20.73 and a standard deviation of 3.75. The computed t-value is 0.37, which is lower than the critical t-value at the 0.01 level of significance.

Hence, the null hypothesis stating "There is no significant difference in emotional intelligence between male and female secondary school students in Aizawl city" is accepted.

Discussion

The study found no significant difference in emotional intelligence between male and female secondary school students. The absence of significant gender differences may reflect the relatively similar socio-cultural experiences shared by boys and girls in the study setting. This finding also differs from those of Lalrinngheti and Chawngthu (2022) and Sailo et al. (2026), who reported significantly higher emotional intelligence among male higher secondary students in Aizawl. The difference in findings may be attributed to differences in the study population, suggesting that gender differences in emotional intelligence may not be consistently observed across educational levels.

2. Findings with regard to Objective No.3 - Comparison of emotional intelligence levels between urban and rural secondary school students in Aizawl city.

Hypothesis No. 2: *There is no significant difference in emotional intelligence between urban and rural secondary school students in Aizawl city.*

Table-2

Emotional intelligence comparison between urban and rural secondary school students

Residential Origin	No.	Mean	SD	df	t-value	Significance
Urban	222	21.00	3.80	298	1.42	Not Significant
Rural	78	20.29	3.85			

An analysis of the data presented in Table-2 indicates a comparison of emotional intelligence levels between urban and rural secondary school students. The mean EI score of urban students is 21.00 with a standard deviation of 3.80, while rural students have a slightly lower mean score of 20.29 and a standard deviation of 3.85. The calculated t-value is 1.42, which is below the critical value at the 0.01 level of significance.

Hence, the null hypothesis stating "There is no significant difference in emotional intelligence between urban and rural secondary school students in Aizawl city" is accepted.



Discussion

The absence of a significant difference in emotional intelligence between students from rural and urban backgrounds contrasts with the findings of Kar et al. (2014), who reported higher emotional intelligence among urban students. The authors attributed this difference to variations in the home environment, suggesting that the emotional climate in which children are raised plays an important role in the development of emotional intelligence. In contrast, the lack of a significant difference in this study may indicate that such variations in home environment are less pronounced among students in and around Aizawl city. Similar cultural values, educational opportunities and family interactions across rural and urban communities may contribute to a more comparable emotional environment.

3. Findings with regard to Objective No.3 - Comparison of emotional intelligence between secondary school students belonging to joint and nuclear families in Aizawl city.

Hypothesis No. 3: *There is no significant difference in emotional intelligence between secondary school students belonging to joint and nuclear families in Aizawl city.*

Table-3

Emotional intelligence comparison between secondary school students belonging to joint and nuclear families

Family Structure	No.	Mean	SD	df	t-value	Significance
Joint	108	20.69	3.60	298	0.45	Not Significant
Nuclear	192	20.89	3.95			

A comprehensive overview of Table-3 presents a comparison of emotional intelligence levels among secondary school students based on family structure. Students from joint families obtained a mean Emotional Intelligence score of 20.69 with a standard deviation of 3.60, while students from nuclear families scored a slightly higher mean of 20.89 with a standard deviation of 3.95. The calculated t-value is 0.45, which falls below the critical value at the 0.01 level of significance.

Hence, the null hypothesis stating "There is no significant difference in emotional intelligence between secondary school students belonging to joint and nuclear families in Aizawl city" is accepted.

Discussion

The absence of a significant difference in emotional intelligence between students from joint and nuclear families suggests that family structure alone may not be a determining factor in the development of emotional intelligence. Rather than the structural form of the family, the quality of family relationships and the emotional climate within the family may play a more important role in fostering emotional intelligence. This is supported by Fidha and Haris (2018), who suggested that both joint and nuclear families require emotional adjustment and understanding among their members, which may contribute to comparable levels of emotional intelligence regardless of family structure.

13. CONCLUSION

The present study examined the emotional intelligence of secondary school students in Aizawl city with respect to gender, residential origin and family structure. The findings revealed no significant differences in emotional intelligence across any of the selected demographic variables, suggesting that emotional intelligence among the participants was broadly comparable regardless of these characteristics. These findings indicated that demographic factors such as gender, residential origin and family structure alone may not sufficiently explain variations in emotional intelligence among secondary school students. Rather, emotional intelligence is likely shaped by a combination of individual, familial, educational and social experiences.



The findings highlight the importance of schools, educators and families working together to nurture student's emotional development. Emotional intelligence should be promoted as an integral component of holistic education to help adolescents cope with academic, social and personal challenges. By providing empirical evidence from the secondary school context in Aizawl, the study contributes to the growing body of literature on emotional intelligence and may serve as a useful reference for future research and educational interventions aimed at promoting adolescent's emotional well-being.

REFERENCES

1. Giedd, J. N. (2008). The teen brain: Insights from neuroimaging. *Journal of Adolescent Health*, 42(4), 335-343. <https://doi.org/10.1016/j.jadohealth.2008.01.007>
2. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9(3), 185-211. <https://journals.sagepub.com/doi/abs/10.2190/DUGG-P24E-52WK-6CDG>
3. Kauts, D. S. (2016). Emotional intelligence and academic stress among college students. *Educational Quest-An International Journal of Education and Applied Social Sciences*, 7(3), 149-157. <https://indianjournals.com/article/eq-7-3-002>
4. Lawrence, A. S., & Deepa, T. (2013). Emotional Intelligence and Academic Achievement of High School Students in Kanyakumari District. *International Journal of Physical and Social Sciences*, 3(2), 101-107. <https://files.eric.ed.gov/fulltext/ED542329.pdf>
5. Kar, D., Saha, B., & Mondal, B. C. (2014). Measuring emotional intelligence of secondary school students in relation to gender and residence: An empirical study. *American Journal of educational research*, 2(4), 193-196. <https://pubs.sciepub.com/education/2/4/3/index.html>
6. Kumar, M. (2020). A Study on the Emotional Intelligence of Higher Secondary School Students. *Shanlax International Journal of Education*, 8(3), 114-119. <https://eric.ed.gov/?id=EJ1256012>
7. Rathore, M. P., & Sharma, V. (2020). A study on emotional intelligence among youth of joint family and nuclear family. In A. K. Singh, S. K. Jain, S. Nargunde, A. K. Sharma, R. Sharma, & R. Gupta (Eds.), *Woman Empowerment & Sustainable Development (IC-WESD-2020)* (pp. 43-46). Research Foundation of India.
8. Lalrinngheti, E., & Chawngthu, L. (2022). A study of Emotional Intelligence among Students of Higher Secondary Schools in Aizawl City. *International Journal of Food and Nutritional Sciences*, 11(9), 2834-2841. <https://www.ijfans.org/issue?volume=Volume%2011&issue=Issue%209&year=2022>
9. Sailo, S., Tlau, L., & Lalthafamkima, J. (2026). A Correlational Study between Emotional Intelligence and Self-efficacy among Higher Secondary School Students in Aizawl. *International Journal of Research and Innovation in Applied Science*, 11(2), 1213-1223. <https://ideas.repec.org/a/bjfi/journal/v11y2026i2p1213-1223.html>
10. Fidha, A., & Haris, F. (2018). Emotional intelligence of college students among joint and nuclear family. *International Journal of Academic Research and Development*, 3(2), 1115-1119. <https://www.researchgate.net/profile/Farah-Haris/publication/324678308>