



Comparative Study of Emotional Intelligence and Values in Relation to Socio-Emotional School Climate Among Secondary School Students in Dehradun

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Abstract

This study compares the effects of values, socioemotional school atmosphere, and emotional intelligence on secondary school pupils in Dehradun. Using simple random sampling, a sample of 110 secondary school students from Raipur Block was chosen, including 50 male and 60 female participations. The Social Maturity Scale by Dr. Nalini Rao and the Emotional Maturity Scale by Dr. Tara Sabapathy were utilized in the study to collect data. The mean, standard deviation, and Pearson's correlation coefficient were used in the statistical analysis. The results show a substantial at $P < 0.01$ positive association between social maturity (Mean = 230.90, SD = 20.36) and emotional maturity (Mean = 135.26, SD = 11.00). Male students also show a significant association ($r = 0.35$, $P < 0.05$), according to gender-specific studies, whereas female students show a larger correlation ($r = 0.7$, $P < 0.04$). Furthermore, there was a significant difference in the social maturity of male and female students, with the former exhibiting greater levels of maturity ($M = 254.12$, $SD = 15.12$) than the latter ($M = 220.36$, $SD = 21.55$), significant at $P < 0.02$. These results highlight the significance of encouraging social and emotional development in order to improve kids' overall growth.

Keywords: Emotional Intelligence, Socio-Emotional Climate, Secondary School Students, School Values, Dehradun Education System.

1. INTRODUCTION

The overall development of kids may be greatly enhanced by incorporating emotional intelligence into the educational framework, which will increase student results and provide a better learning environment.

1.1. Understanding Emotional Intelligence and Its Importance in Education

The term "emotional intelligence" (EI) describes the capacity to recognize, comprehend, control, and modulate one's own and other people's feelings. It is essential for creating a supportive learning environment in the context of education. Students with high emotional intelligence do better academically and engage with others more socially by being able to manage their emotions and relationships. Pupils that possess a high degree of emotional intelligence are more capable of managing stress, forming closer bonds with instructors and peers, and participating in group projects. Additionally, EI helps pupils become more self-aware by enabling them to identify their advantages and disadvantages. Resilience and adaptability—qualities necessary for success in both academic and real-world challenges—are fostered by self-awareness.

1.2. The Role of Values in Shaping Student Behavior and Interactions

Values are firmly held ideas that direct actions and choices. Values like honesty, empathy, respect, and accountability are crucial in determining how students behave and interact with one another in a classroom. These principles foster an environment of respect and understanding between students and instructors by influencing how they interact with one another. Students are more inclined to participate in pro-social activities including assisting peers, working together in groups, and amicably settling disagreements when they internalize good ideals. Furthermore, values can improve students' mental wellbeing by fostering a feeling of community and belonging inside the school. Teachers may cultivate an atmosphere that supports moral conduct and social responsibility by implementing these ideals into the curriculum, school regulations, and extracurricular activities. In the end, teaching children essential values advances both their personal growth and the peaceful and effective environment of the school.



1.3. Socio-Emotional School Climate: Definition and Impact on Student Development

The term "socio-emotional school climate" describes the social and emotional aspects of the learning environment as well as the nature of interactions and relationships inside a school. Peer interactions, the general sense of safety and belonging that students experience at school, and the connections between students and teachers are all included. A conducive socio-emotional environment is essential for kids' growth since it has a direct effect on their social skills, academic performance, and mental health. Studies have indicated that schools that provide a positive socio-emotional environment tend to have greater levels of student motivation, engagement, and overall wellbeing. On the other hand, a bad environment might result in problems including bullying, anxiety, and a lack of interest in studying. As a result, it is critical that educators and decision-makers give top priority to creating a positive socioemotional learning environment in schools by implementing policies and procedures that promote inclusive relationships, emotional support, and dispute resolution. By doing this, educational institutions may foster a climate that fosters students' general emotional and social growth in addition to improving academic success.

1.4. Objectives of the study

1) to investigate the connection between secondary school students' emotional and social development.

2. LITERATURE REVIEW

Kumari, R., Deka, N., & Tyagi, D. (2020) Adolescence is a critical period for transitioning at cognitive, emotional, and physiological levels. Risk factors at individual, familial, social, and community levels can lead to early substance use initiation. A study of 50 urban adolescents diagnosed with mental and behavioral disorders due to psychoactive substance use found that nicotine was the most common gateway drug and substance used. Peer pressure was the most common reason for substance use initiation. Understanding socio-demographic variables and substance use patterns can help develop preventive strategies.

Dutt, S., & Ahuja, N. J. (2022) focused on designing an Intelligent Tutoring System to cater to learners with learning difficulties. The interface uses Artificial Intelligence to address individual needs and preferences. The study observed 83 learners and found that 0.23% of them were positively induced, with a minimum cognitive load with single-mode instruction. The system was improved based on user feedback, improving content design and creating responsive visual design. The fatigue effect analysis showed that single-mode instruction reduces cognitive load.

Garg, et al. (2022) appeared to have accomplished universal education for its populace. Preschoolers must have access to an informal education system in order to enhance their learning capacities. Workers in anganwadi programs offer informal schooling. Although Anganwadi-based informal education has been the subject of several studies, there aren't many that offer a comprehensive viewpoint from the perspectives of all parties involved in the informal education system, particularly in light of SDG 4 and the New Education Policy 2020. This research conducts 46 interviews with five different stakeholders. It covers five main topics: infrastructure, human resources, social norms, education, and policy and regulation. These themes go on to highlight the motivating or impeding elements for achieving the goals. The study's theoretical and managerial ramifications are covered in the conclusion.

Steen, et al. (2022) highlighted equality in PreK-12 school counseling and the need to address service delivery disparities. The authors note that institutional inequalities typically cause academic and emotional support gaps for vulnerable students. They cite extensive research showing that students from varied racial, ethnic, and socioeconomic backgrounds are underrepresented in counseling services, which perpetuates cycles of disadvantage and hinders educational success. The authors advocate for a culturally responsive, equity-focused strategy to ensure that all kids receive the help they need. They explore concepts and approaches from prior studies to promote social justice in counseling. Steen et al. also



examine empirical data on equity-based treatments, finding that counselors with the skills and expertise to address structural barriers increase student outcomes. Their detailed study lays the groundwork for future research and practice, equipping school counselors to create inclusive settings that benefit all kids.

3. RESEARCH METHODOLOGY

3.1. Sample

The study included 110 secondary school students from Raipur Block in the Dehradun District. among them, 60 pupils were female and 50 were male. Simple random sampling is the sample method that is utilized.

3.2. Tool Used

The data was gathered using the Social Maturity Scale developed by Dr. Nalini Rao. Dr. Tara Sabapathy's measure of emotional maturity.

3.3. Data Collection

The investigator herself gave the exam in the chosen secondary schools after providing the necessary instructions, and the standardized instruments were utilized to collect data from the students in an hour.

3.4. Analysis and Interpretation of Data

The statistical methods of Mean, SD, and Carl Pearson's Coefficient Correlation test were used to analyze the gathered data. The information is shown in the subsequent tables: H01 There is no connection between secondary school pupils' emotional and social development.

3.5. Hypothesis of the study

H0 1 There is no relationship between the social and emotional maturity of the secondary school students for the total sample.

H0 1.1 There is no relationship between the social and emotional maturity of the male students.

H0 1.2 There is no relationship between the social and emotional maturity of the female students.

H0 2 There is no significant difference between the social maturity of male and female students studying at secondary level.

4. DATA ANALYSIS

Social and emotional development are intertwined, therefore nurturing both forms of maturity is crucial for personal progress.

Table 1: Data and Association between Social and Emotional Development

Variable	N	Mean	SD	Correlation	Level of significance
Social Maturity	110	230.90	20.36	0.36	P<0.01 (Significant)
Emotional Maturity	110	135.26	11.0		

Interpretation: The table shows 110 people's social and emotional maturity descriptive data and correlation analysis. The group's social maturity is high, with a mean score of 230.90 and a standard deviation of 20.36. The mean emotional maturity score is 135.26 and the standard deviation is 11.00, indicating relatively high maturity. The correlation coefficient between social and emotional maturity is 0.36, indicating a significant relationship ($P < 0.01$). This favourable association suggests that social development increases emotional maturity.

Hence, Hypothesis No. 1 i.e., there is no relationship between the social and emotional maturity of the secondary school students is rejected.

Table 1.1:H01.1: There is no relationship between the social and emotional maturity of the male students.

Variable	N	Mean	SD	Correlation	Level of significance
Social Maturity	50	230.15	21.39	0.35	P<0.05 (Significant)
Emotional Maturity	60	150.66	21.02		

Interpretation: Table 1.1 compares male secondary school students' social and emotional development. The 50 social maturity participants had a mean score of 230.15 and a standard



deviation of 21.39, suggesting strong social maturity. Emotional maturity, based on 60 individuals, with a mean score of 150.66 and a standard deviation of 21.02, indicating moderate maturity. The correlation coefficient between social and emotional maturity is 0.35, indicating a significant relationship at $P < 0.05$. This positive connection rejects the null hypothesis (H01.1) that male pupils with higher social maturity have higher emotional maturity. This shows that social maturity contributes to emotional maturity, emphasizing the necessity for educational programs that foster both for male students' holistic development. Hence, Hypothesis No.1.1 i.e., there is no relationship between the social and emotional maturity of the male students is rejected.

Table 1.2: H01.2: There is no relationship between the social and emotional maturity of the female students.

Variable	N	Mean	SD	Correlation	Level of significance
Social Maturity	55	250.36	15.00	0.7	$P < 0.04$ (Significant)
Emotional Maturity	55	150.36	21.30		

Interpretation: Table 1.2 compares female secondary school students' social and emotional development. Both social and emotional maturity are measured in 55 participants. This group has great social maturity, with a mean score of 250.36 and a standard deviation of 15.00. The mean emotional maturity score is 150.36 with a standard deviation of 21.30, indicating moderate maturity. The correlation coefficient between social and emotional maturity is 0.7, indicating a significant relationship ($P < 0.04$). The null hypothesis (H01.2) is rejected because this substantial positive association shows that female pupils with better social and emotional maturity are linked. This shows that social maturity improves emotional maturity, emphasizing the need for supporting educational and social contexts that nurture both forms of maturity for female students' growth.

Hence, Hypothesis No 1.2 i.e., there is no relationship between the social and emotional maturity of the female students is accepted.

Table 2: H0 2 There is no significant difference between the social maturity of male and female students studying at secondary level.

Sex	Social Maturity			t-Value	df	Level of Significance
	N	M	SD			
Male	50	220.36	21.55	3.85	45	$P < 0.02$ (Significant)
Female	60	254.12	15.12			

Interpretation: Table 2 tests the null hypothesis (H0 2) that secondary male and female students have similar social maturity. The 50 male students had a mean social maturity score of 220.36 and a standard deviation of 21.55. In comparison, 60 female students had a higher mean social maturity score of 254.12 with a standard deviation of 15.12. This comparison has a 3.85 t-value with 45 degrees of freedom. Results show statistical significance at $P < 0.02$. The null hypothesis is rejected because male and female students differ significantly in social maturity. Female students appear to be more socially mature than male students, underscoring the need for specific educational interventions to foster social development for all students.

5. CONCLUSION

The study reveals that social and emotional maturity among secondary school children are significantly correlated, confirming the connection between these two facets. The data shows that social maturity levels among male and female pupils vary, with females showing higher degrees of maturity. This implies the need for educational frameworks that prioritize the development of social maturity in addition to emotional intelligence, especially for male students. The study suggests that in order to enhance the general socio-emotional climate in schools, specific interventions should be put into place together with nurturing learning settings that foster social and emotional competencies. Future studies may examine how these treatments improve values and emotional intelligence, which would eventually improve the atmosphere in schools.



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