**International Journal of Environmental Sciences**
ISSN: 2229-7359
Vol. 11 No. 6s, 2025
https://www.theaspd.com/ijes.php

# Emotional Intelligence and Educational Interest of Higher Secondary School Students in Aizawl: An Exploratory Analytic Study

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***Abstract***
*Problem Statement: Teachers, counsellors, and administrators in the field of education will benefit from the study by learning more about the preferences and aversions of different choice of subjects and how student's emotional intelligence level drives their future goals. This will enable them to better understand the students and their issues. Understanding that not all occupations are suited for men is crucial. An individual may make themselves a misfit for their chosen field of work if they choose a career path they have never considered or are not interested in. However, a person must exhibit a suitably emotional and mature conduct in order to be considered educationally and vocationally suitable.*
*Purpose of Study: The research aims to: i) identify the level of emotional intelligence of the higher secondary school students of Aizawl district ii)To differentiate between the emotional intelligence of higher secondary school students of different streams iii) To differentiate between the educational interests of male and female students of higher secondary schools in Aizawl. iv) To differentiate between the educational interests of male and female students of different streams and to examine the relationship between the two independent variables, viz. emotional intelligence and educational interest of higher secondary school students.*
*Research Methods: In a correlation study, a sample of 900 higher secondary school students in Aizawl district of Mizoram was selected using the opportunity or stratified random sampling and were tested with Emotional Intelligence Scale developed by the investigators and Educational Interest Record developed by Kulshrestha (1996).*
*Findings: Results indicated that the Mizo boys and girls of the higher secondary school students have an average level of Emotional Intelligence and Mizo boys and girls of the higher secondary school students of different streams viz. Arts, Science and Commerce show significant difference at 0.01 level in their emotional intelligence where arts stream have the lowest emotional intelligence level among the three streams. The interest level in all the educational areas of the Mizo boys and girls of the higher secondary school students of Aizawl district was of generally average level. With regard to educational interest among higher secondary school students subject areas like home science and technology shows significant difference between boys and girls where girls are having higher interest in home science than boys and also boys shows higher interest level in technology as compared to the boys and there exists no significant difference among the three streams in their educational interest level.*
***Keywords***: *Emotional intelligence, educational interest, higher secondary students, stream of study, Mizoram, gender, correlation*

## INTRODUCTION:

Life patterns always involve emotional roles. Our emotions are very important in directing and guiding our conduct, which has a direct impact on our daily lives and shapes our personalities based on their growth. It is possible to discover that everyone of us have different talents and abilities when it comes to managing emotions. In compared to other members of the group, he or she may be considered more or less emotionally intelligent, depending on the nature of this skill. Positivity in one's interactions with others and oneself is a sign of emotional intelligence. Joy, optimism, and achievement in the classroom or in other areas of life are examples of positive outcomes.
Today's adolescents need to learn about emotional intelligence in order to meet their scholastic and professional goals and acquire appropriate life skills that might help them with their biggest life issues.

According to the "Doctrine of Individual Differences," every person is unique in both the overall pattern of their personality and the extent to which they exhibit any given attribute. When a person must make decisions about his or her career or course of study, factors such as personality traits, emotional intelligence, maturity level, hobbies, life skills, and family history all matter. Everybody has a unique pattern of qualities and aptitudes that are influenced by their emotional quotient, or EQ.
In order to fully use the potential of human resources for national development, educational interests are crucial. Furthermore, a person's educational interests have a significant role in their growth as pursuing interests-based coursework makes life more fulfilling and happier.
A student's educational interest is to ascertain what they are excellent at and what kind of schooling would bring out and support their innate abilities. It is a method of exerting pressure on the kid to create a conducive learning environment, which includes selecting courses that will prepare them for the future, choosing subjects related to potential careers, and so on. Interest in education is crucial as it influences the choice of career paths. A child's educational interests are crucial since they help monitor the fields of work that certain disciplines will lead to and their vocational consequences.
"The provision of diversified courses of instruction imposes on teachers and school administrators the additional responsibility of giving proper guidance to pupils in their choice of courses and careers," according to the Secondary Education (1952–53) guidelines. The Indian Education Commission (1964–1966) reiterated the need of recognizing, identifying, and developing adolescents' interests and talents. It assists these students in recognizing their own assets and weaknesses, completing academic work to the best of their abilities, learning about the requirements and opportunities for education and employment, making realistic plans and decisions for their education and career based on all pertinent information, and resolving issues related to their social and personal adjustment at home and at school.

**Objectives of the study:**

1. To identify the level of emotional intelligence of the higher secondary school students of Aizawl district.
2. To differentiate between the emotional intelligence of higher secondary school students of different streams.
3. To differentiate between the educational interests of male and female students of higher secondary schools in Aizawl.
4. To differentiate between the educational interests of male and female students of different streams.
5. To examine the relationship between the two independent variables, viz. emotional intelligence and educational interest of higher secondary school students.

**HYPOTHESES:**

The following null hypothesis was formulated:

1. There is no significant difference between the means of dimensions of emotional intelligence among different streams viz. Arts, Science and commerce of the higher secondary school students.
2. There is no significant difference between the means of the areas of Educational Interest among boys and girls of different streams viz. Arts, Science and commerce of the higher secondary school students.
3. There is no significant difference between the means of the areas of Educational Interest among different streams viz. Arts, Science and commerce of the higher
4. There is no relationship between the different dimensions Emotional Intelligence and areas of Educational Interest among higher secondary school students.

**METHODOLOGY:**

**Sampling:** On a sample of 900 higher secondary students, stratified random sampling was used (only Cl- XII students were selected). 450 male and 450 female students made up the total of 900 pupils. As shown in the accompanying table 1, of the 450 male students, 150 belong to the art stream, 150 to the commerce stream, and 150 to the scientific stream. For the female students vice versa.

**International Journal of Environmental Sciences**
ISSN: 2229-7359
Vol. 11 No. 6s, 2025
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*Table 1*

*Distribution of the sample of Class- XII students of Aizawl District*

| Sl No. | Stream | No. of Boys | No. of Girls | Total |
|---|---|---|---|---|
| 1 | Arts | 150 | 150 | 300 |
| 2 | Commerce | 150 | 150 | 300 |
| 3 | Science | 150 | 150 | 300 |
| | GRAND TOTAL | 450 | 450 | 900 |

**TOOLS USED:** The following tools were employed for the present study:-

Emotional Intelligence Scale (EIS)

The Emotional Intelligence level of the higher secondary students of Aizawl district was measured by using Emotional Intelligence Scale developed by the investigator. It covers 6 dimensions of Emotional Intelligence as follows:-

a) **Emotional Stability**- It is the ability to control our feelings or the ability to remain stable in times of stress (good or bad situations).The ability to maintain composure under emotional stress. A mental state of calmness and composure

b) **Managing Relations**- The ability to "read" others accurately. To recognize the mood they are in and what emotion they are experiencing. The ability to help other's identified and benefit from their emotions. The ability to solve the problems of others or help others in their difficult situations.

c) **Integrity**- The quality of being honest and having strong moral principles, uprightness and sincerity. It is the quality or a state of being unimpaired, perfect condition and soundness.

d) **Self-development**- The process by which a person's character and abilities are developed. It is the essential qualities that make a person distinct from all others.

**e) Commitment** – A promise to do, vow or agreement to do something or the fact of committing to things.

f) **Empathy**- It is the capacity to share and understand another's emotion and feelings. It is often characterised as the ability to "put oneself into another's shoes" or in some way experience what the other person is feeling.

The scale contains 25 items. Each item is in the form of a statement with fine options for the respondent. The options are always, usually, sometimes, rarely and never. Dimension wise distribution of items is given in the table 2

*Table 2 Distribution of items of Emotional Intelligence Scale (Dimension wise)*

| SL no | DIMENSION | Sl. no. of items |
|---|---|---|
| 1 | Emotional stability | 1, 2, 3, 4, 5, |
| 2 | Managing relations | 6, 7, 8, 9, 10 |
| 3 | Integrity | 11, 12, 13, 14 |
| 4 | Self -development | 15, 16, 17, 18 |
| 5 | Commitment | 19, 20, 21 |
| 6 | Empathy | 22, 23, 24, 25 |

**DEVELOPMENT OF THE SCALE**

Thirty questions were created following an extensive investigation and evaluation of the literature on emotional intelligence. Four experts and judges received these thirty products to provide their professional

opinions. Only 25 elements were kept after the experts' and judges' views and suggestions were taken into consideration. The remaining five items were eliminated as unnecessary.
Due consideration was given to the use of simple language for the higher secondary school students and the provision of well-defined, meaningful statements for the evaluation of the students' emotional intelligence while constructing the items for each item.
There were twenty-five items in the final version of the emotional intelligence scale. It is a five-point Likert type rating system. There are five possible answers for each item: always, usually, sometimes, rarely and never It is a self- administering scale with the instructions given on the front page of the response sheet of the scale. The scale is meant to know the difference between individuals, and not meant to rank them as good or bad. There is no right or wrong answers to any of the items. All the items are positive statement.
*Scoring*:The mode of response to each of the item of the scale contains five responses to each item i.e. always, usually, sometimes, rarely and never. All the items has a positive statement. The respondents were instructed to give tick mark on any one of the five choices for each item.
For scoring 5 mark is to be provided for response of always, 4 mark is to be provided for response of usually, 3 mark is to be provided for response of sometimes, 2 mark is to be provided for response of rarely and 1 mark to be provided for response of never.

*Reliability*: The reliability of the scale was examined by:-

(1) Cronbach's alpha

(2) Spearman Brown reliability

*Table 3 Reliability Co-efficient*

| Methods used | N | Reliability |
|---|---|---|
| Cronbach's alpha | 900 | .78 |
| Spearman Brown | 900 | .74 |

**VALIDITY:**

After identifying the components, the items selected for the scale were given to four experts for establishing content validation and for expert comments. After establishing the face and content validity of the scale, only those items approved by the experts were retained. It is evident from the assessment of judges/ experts that items of the scale are directly related to the concepts of emotional intelligence.

**Educational Interest Record (EIR)**

Educational Interest Record (EIR) developed by Dr. S.P. Kulshrestha measures one owns pattern of preferences, likes and dislikes preferred in any manner, wisely or unwisely by self or by any other source for a given educational area or subject among the higher secondary students.
The record contains 98 educational subject/ activities belonging to seven different educational interest areas. They are-
Agriculture (AG): The Agriculture Interest area includes the activities and subjects like Animal Husbandry, Farming, Study of Manures, Fruit Preservation, Dairying, Agricultural Extension, and Reforms in villages, Vetenary Science, Rural Sociology, Agricultural Botany etc.
Commerce (CO): Commerce area has been covered through elements of commerce Transport Principles, Typing, Commercial Mathematics, Business Correspondence, short hand, Accountancy, Banking shop Management, Insurance and Foreign Trade etc.
Fine Arts (FA): Fine Arts area of interest is represented by the subjects/ activities like Sculptures, Music, Songs, Toy making, Wood craft, Art, Drawing and Painting, Art of Decoration.
Home Science (HS)
Home Science area is covered through the subjects of general Home science, Preparation of Home budget, Hygiene, Cooking, Home Management, Home Decoration, Sewing, Embroidery, Knitting, Child Care and Musical Dance etc.

**Humanities (HU):** Humanities area of interest is represented the subjects like Hindi, Logic, History, Geography, Economics, English Literature, Anthropology, Philosophy, Sociology, Education, Psychology, and Civics etc.

**Science (SC):** Science area includes the subjects like, Chemistry, Physics, Zoology, Botany, Geology, Meteorology, Science of Atoms, Mathematics, Surgery, Science of Health, Physiology, and General Science etc.

**Technology (TE):** Technology field of interest is represented by the subject/ activities like Fitters job, Electric, Mechanical & Civil Engineering, Welding, Engineering-Drawing, Radio/ TV Engineering, Applied Mathematics, Indian-Technology, General Technology, science of Metals etc.

Thus, each of these educational areas (based on school faculties system) has fourteen subjects on the record, seven on horizontal and seven on vertical side.

*Reliability:*

The test retest reliability coefficient was obtained by the author of the tool and the reliability was found to be .76 with a time interval of 15 days.

**Validity:**

The activities and subjects of different faculties were taken from syllabi of the different boards and universities of India by the author of the tool. The format was scrutinized very thoroughly and systematically by five psychologists and five educationists and was satisfied with the relevance of the test content.

The test scores were correlated with teacher's opinion and follow up study

The coefficient of validity is found .78 when this record was validated with Labh Singh's Educational Interest InventoryScoring The maximum possible scores under each educational interest area are14 and the minimum zero. Assign 1 mark for each right marked (√) responses and count out the total scores under each interest area. For example, to know the interest in Agriculture (AG) Area, sum the total for AG1 and AG2. For AG1 sum up all the right marked (√) responses vertically for first figure in first column and for AG2 and all the right marked (√) responses horizontally for second figure in first (horizontal) column. Thus both the sums for AG1 (vertically) and AG2 (horizontally) provide a total score for AG which indicates the interest in the agriculture field and may be recorded on the last page of the blank. In the same manner, raw scores for other educational areas may by count. After obtaining raw scores on all the seven different educational areas the scores may be transcribed on profile area-wise.

## DATA ANALYSIS AND INTERPRETATION:

**Level of Emotional Intelligence of the Higher Secondary School Students**

In order to study the level of emotional intelligence of the higher secondary school students Emotional Intelligence Scale developed by the investigators was administered and scored as described above**.**To study the data related to the variables of emotional intelligence of the higher secondary school students, the statistical measures such as mean and standard deviation were computed. The calculated values of mean and S.D are given in Table 4 and 5 .

*Table 4 Level of Emotional Intelligence of the higher secondary school students*

| **Variable** | **N** | **MEAN** | **SD** |
|---|---|---|---|
| **Emotional Intelligence** | 900 | 94.5 | 10.05 |

(Low=up to 84.42; Medium=84.44-104.57; High=104.58 and above)

From table 4 it may be perceived that the mean value of Emotional Intelligence of the higher secondary school student of Aizawl district is 3.78 and the standard deviation is 10.05. Therefore it may be inferred that the higher secondary school students of the Aizawl district have average/medium level of

Emotional Intelligence.To develop further insight into the level of Emotional Intelligence of the higher secondary school students, level wise distribution is given in Table 5.

*Table 5 Level of Emotional Intelligence of the higher secondary school students*

| LEVEL | GENDER | | TOTAL |
|---|---|---|---|
| | BOYS (N=450) | GIRLS (N=450) | |
| LOW | 71 (15.8) | 79 (17.6) | 150 (16.7) |
| MEDIUM | 286 (63.6) | 276 (61.3) | 562 (62.4) |
| HIGH | 93 (20.7) | 95 (21.1) | 188 (20.9) |
| TOTAL | 450 (100) | 450 (100) | 900 (100) |

*Figures in parentheses are percentages

(Low=up to 84.42; Medium=84.44-104.57; High=104.58 and above)
It is apparent from table 5 that only 150 (16.7%) of the 900 students enrolled in higher secondary schools have low emotional intelligence.

It's evident that 562 (62.4%) of the 900 students participating in higher secondary schools have a medium level of emotional intelligence. Furthermore, it is evident that just 188 (20.9%) of the Aizawl district's higher secondary school students have a high level of emotional intelligence.

**Comparison of dimensions of Emotional Intelligence between boys and girls of the higher secondary school students of different streams.**

*Null hypotheses1*: There will be no significant difference between the means of dimensions of emotional intelligence among different streams of the higher secondary school students.

*Table 6 Comparison of dimensions of Emotional Intelligence among respondents of three streams, (S1= Arts, S2=Science, S3=Commerce) DUNCAN'S MEAN TEST*

| Dimensions of Emotional Intelligence | S1(N=300) | | S2(N=300) | | S3(N=300) | | S1 Vs. S2 | S1 Vs. S3 | S2 Vs. S3 | F-value |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | | | | |
| **Emotional Stability** | 17.8 | 2.9 | 18.4 | 2.7 | 18.4 | 2.8 | * | * | _ | 4.46** |
| **Managing Relations** | 17.2 | 3.2 | 17.9 | 2.8 | 17.5 | 2.7 | * | _ | _ | 5.28* |
| **Integrity** | 16.1 | 2.6 | 16.2 | 2.5 | 16.2 | 2.4 | _ | _ | _ | 0.29(NS) |
| **Self-development** | 15.3 | 2.4 | 15.4 | 2.6 | 15.5 | 2.4 | _ | _ | _ | 0.71(NS) |
| **Commitment** | 11.3 | 2.1 | 11.6 | 2.0 | 11.4 | 1.9 | * | _ | _ | 2.66(NS) |
| **Empathy** | 14.8 | 2.7 | 15.5 | 2.4 | 15.5 | 2.5 | * | * | _ | 7.90** |
| **Total Emotional Intelligence** | 92.5 | 10.5 | 95.0 | 9.5 | 95.0 | 9.5 | * | * | - | 6.13** |

*NS- Not significa*
**- Significant at 0.5 level*
***- Significant at .01 level*

Calculation of analysis of variance as seen in table 6 shows that the F-ratio for the main effect of emotional intelligence between the three respondents is more than the table value at 0.01 level of significance. Therefore the difference among respondents of the three streams –viz. Arts, Science and Commerce in their emotional intelligence and its dimensions were not statistically significant. Therefore null hypotheses are partially rejected except for two dimensions integrity and self-development.From table 6, it is pertinent that two of the dimensions of Emotional Intelligence viz, Emotional Stability and Empathy shows there is significant difference between Arts and Commerce. However there is no significant difference between Science and Commerce.

It is also evident that higher secondary school students from the Science stream score higher than those from the Arts stream for the emotional stability and empathy elements of emotional intelligence. Additionally, we can observe that students in the Commerce stream scored higher than those in the Arts stream. Thus, we may conclude that the Arts stream has the lowest score for the Emotional Stability component, and there is no discernible difference between the Science and Commerce streams.There is a noticeable difference between the Arts and Science streams on the other two dimensions—managing relations and commitment—and the Science stream has a higher mean score than the Arts stream. But there aren't any notable distinctions between the Commerce and Arts streams, nor between the Science and Commerce streams. There are two dimensions—integrity and self-development—out of the six that are similar throughout the three streams. For these two dimensions, a null hypothesis is thus accepted.

**Comparison of dimensions of Educational Interest between boys and girls of the higher secondary school students of different streams.**

The third objective is to differentiate between the educational interests of male and female higher secondary school students. In order to compare different areas of educational interests between boys and girls students the following null hypotheses was formulated.

*Null hypotheses 2:* there will be no significant difference between the means of different areas of educational interests among boys and girls of the higher secondary school students.

*Table 7Comparison of dimensions of Educational Interest between boys and girls of higher secondary school students*

| Dimensions of Educational Interest Record | BOYS (N=450) | | GIRLS (N=450) | | Mean Difference | t-value |
|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | | |
| **Agriculture (AG)** | 2.75 | 3.20 | 2.48 | 3.07 | 0.27 | 1.27(NS) |
| **Commerce(CO)** | 4.32 | 3.64 | 4.74 | 3.84 | 0.42 | 1.65(NS) |
| **Fine Arts (FA)** | 3.58 | 2.92 | 3.78 | 3.07 | 0.20 | 1.00(NS) |
| **Home science (HS)** | 3.08 | 2.96 | 6.20 | 3.64 | 3.12 | 14.08** |
| **Humanities (HU)** | 2.96 | 2.64 | 3.00 | 2.32 | 0.04 | 0.23(NS) |
| **Science (SC)** | 2.94 | 3.33 | 3.98 | 3.27 | 1.04 | 0.16(NS) |
| **Technology (TE)** | 3.24 | 3.34 | 1.70 | 2.34 | 1.54 | 7.98** |

*NS- Not significant*
**- Significant at 0.5 level*
***- Significant at .01 level*

Further table 7 indicates that the 't' values for Home Science and Technology areas of Educational Interest were significant at 0.01 level of significance. It can therefore be concluded that the higher secondary school girls have higher interest level in home science subject than boys and the boys were having higher interest in technology subject as compared to the girls. Therefore null hypotheses are accepted for these two areas of educational interests.

It is further seen from the above table 7 that the 't' value for the other five areas of Educational Interest i.e. Agriculture, Commerce, Fine Arts, Humanities and Science, there is no significant difference between the higher secondary school boys and girls and therefore null hypothesis is accepted.

**International Journal of Environmental Sciences**
ISSN: 2229-7359
Vol. 11 No. 6s, 2025
https://www.theaspd.com/ijes.php

**Comparison of dimensions of Educational Interest among respondents of three streams- Arts, Science and Commerce.**

The fourth objective is to differentiate between dimensions of Educational Interest among higher secondary school students with reference to gender. In order to compare dimensions of Educational Interests between different streams of the higher secondary school students the following null hypotheses was formulated.

*Null hypotheses 3* : there will be no significant difference between the means of Educational Interests areas among different streams of the higher secondary school students.

*Table 8 Comparison of dimensions of Educational Interest Record among respondents of three streams, (S1= Arts, S2=Science, S3=Commerce) DUNCAN'S MEAN TEST.*

| Dimensions of Educational Interest Record | S1(N=300) | | S2(N=300 | | S3(N=300) | | S1 Vs. S2 | S1 Vs. S3 | S2 Vs. S3 | F-value |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | | | | |
| **Agriculture** | 1.66 | 2.18 | 4.42 | 3.81 | 1.78 | 2.35 | * | | * | 88.3** |
| **Commerce** | 2.23 | 2.45 | 3.34 | 2.99 | 8.01 | 2.89 | * | * | * | 364.5** |
| **Fine Arts** | 3.83 | 3.14 | 3.95 | 3.03 | 3.27 | 2.77 | | * | * | 4.5** |
| **Home Science** | 4.43 | 3.67 | 5.15 | 3.70 | 4.32 | 3.57 | * | - | * | 4.5** |
| **Humanities** | 2.89 | 2.25 | 3.37 | 2.59 | 2.69 | 2.56 | * | - | * | 6.0** |
| **Science** | 1.10 | 1.79 | 5.99 | 3.29 | 1.78 | 2.11 | * | * | * | 342.2** |
| **Technology** | 1.10 | 1.80 | 4.05 | 3.45 | 2.26 | 2.67 | * | * | * | 8.2** |

*NS- Not significant*
**- Significant at 0.5 level*
***- Significant at .01 level*

It is evident from table 8 that there exists a significant difference among the three streams – Arts, Science and Commerce in the three areas of Educational Interest –i.e. Commerce, Science and Technology areas. Therefore null hypotheses rejected for these three areas of educational interest. It is seen that Commerce students has the highest interest score in Commerce area of Educational Interest followed by Science and Arts has the lowest interest score. We can further see that students of Science stream have the highest score in Science area of Educational Interest Record as compared to Arts and Commerce. Also, in the area of technology of Educational Interest Record, we can see that Science has the highest interest score as compared to Arts and Commerce students where students of Arts stream has the lowest score.

It is further observed that out of seven Educational Interest areas, three educational interest areas -viz, agriculture, home science and humanities, there exists significant difference between students of Arts and Science as well as significant difference between Science and Commerce but there exists no significant difference between Arts and Commerce. Therefore a null hypothesis is partially rejected but it is accepted between arts and commerce in these three areas of educational interest-viz agriculture, home science and humanities. Also we can see that in these three areas of Educational Interest Record, Science student has the highest interest scores as compared to Arts and Commerce stream.
For the area of fine arts of educational interest there is no significant difference between arts and science, and therefore null hypotheses is rejected but it is accepted between science and commerce and arts and commerce since there is significant differences.

**Correlation Coefficients of Educational Interests dimensions with Emotional Intelligence dimensions.**

The fifth objective is to study the relationship of Emotional Intelligence on the Educational Interests In order to find out the influence of emotional intelligence on the educational interests of the higher secondary school students the following null hypotheses was formulated.

*Null hypotheses 4:* There is no relationship between the two independent variables emotional intelligence and educational interests of the higher secondary school students of Aizawl District.

*Table 9 Relationship (correlation coefficient) of educational interest dimensions with emotional intelligence dimensions*

| Dimensions of Emotional Intelligence | Dimensions of Educational Interest | | | | | | |
|---|---|---|---|---|---|---|---|
| | Agriculture | Commerce | Fine Arts | Home Science | Humanities | Science | Technology |
| Emotional Stability | -.0068 (NS) | .0813 * | .0061 (NS) | .0220 (NS) | .0409 (NS) | .0554 (NS) | .0756 * |
| Managing Relations | .0204 (NS) | .0383 (NS) | .1098 ** | .1780 ** | .0737 * | .1132 ** | .0001 (NS) |
| Integrity | -.0275(NS) | .0380 (NS) | .0121 (NS) | -.0213(NS) | .0111(NS) | .0159(NS) | .0114(NS) |
| Self-development | -.0319 (NS) | .0772 * | .0773 * | -.0286(NS) | .0185 (NS) | .0303(NS) | .0324(NS) |
| Commitment | -.0074 (NS) | .0389 (NS) | .0441 (NS) | .0548 (NS) | .0393(NS) | .0763 * | .0861 ** |
| Empathy | .0165(NS) | .0644 * | .0613 (NS) | .1816 ** | .0685 * | .1054 ** | .0219(NS) |

*NS- Not significant*
**- Significant at 0.05 level*
***- Significant at .01 level*

It can be inferred in table 9 that the first area of educational interest viz, agriculture shows negative correlation with all the six dimensions of emotional intelligence. The second area of educational interest viz, commerce shows positive correlation to three dimensions of emotional intelligence viz, emotional stability, self-development and empathy. It is further observed that the three areas of educational interests viz, home science, humanities and science are positively correlated to two dimensions of emotional intelligence viz, managing relations and empathy. Also we can see that students who are interested in technology has positive correlation to emotional stability and self-development of emotional intelligence.

**CONCLUSION:**

Certain experts maintain that scholastic aptitude and intellect alone do not guarantee access to chances. (Goleman, 1995). Studies show that social and cognitive skills have a significant role in that (Eisenberg, Febes & Guthrie, 2000; Halberstadt, Denham & Dunsmore, 2001). These elements may have an impact on one's capacity to recognise emotions, empathise with others, and measure life happiness (Palmer, Donaldson, and Stough). The phrase "emotional intelligence" was originally used in 1985 by Wayne Payne in his PhD thesis, A Study of Emotion: Developing Emotional Intelligence. Salovey and Mayer (1990) and Daniel Goleman (1995) also used the concept. In 2000, the line was drawn separating trait emotional intelligence from ability emotional intelligence.It has long been generally accepted that our degree of intellect, or intelligence quotient (IQ), as demonstrated by our academic accomplishments, passing grades, marks earned, and other metrics, determines our success or successes in life. To put it another way, the qualifications of an intellectual are: excellent test scores, engineering degrees, advanced degrees, and good academic performance. These are all examples of intellectual intelligence. However, in order to maintain happy lives and consequently have control over every aspect of our lives, we now require a different sort of ingenuity. We require a distinct kind of intelligence known as "Emotional Intelligence." The most significant factor influencing how successful a person will be in life, both personally and professionally, is emotional intelligence. It's intriguing to observe how many intelligent people struggle while some with lower IQs achieve remarkable achievement. More people are realising that IQ may not explain more than 20% of an individual's success in life. The remaining 80% is mostly determined by an individual's emotional intelligence, or EQ, or how effectively they can manage both themselves and other people, rather than just by their educational background and area of specialty. Pupils with high levels of self-awareness are more likely to make informed decisions about their education and future path, and social competence will undoubtedly increase the likelihood of professional success.In order to improve their living conditions, students in the modern scientific era must deal with a number of adjustment issues related to their future coursework or careers. In order to make a living and, thus, lead a life of contentment, the student must select the best job route for his future in order to improve family life, practise good citizenship, and make appropriate use of human resources. Children study to build their academic talents throughout ten to fifteen years of their lives. Emotions are either mostly or entirely disregarded during this process, and no attempt is made to incorporate them into both our personal and professional lives. It is regrettable that we do not intentionally or consciously work to teach our children emotional intelligence. The ordinary individual solves emotional difficulties with the antiquated method of "trail and error." Many of us still think that we will eventually gain emotional intelligence (EQ) and that it is not necessary to develop it immediately. We overlook the fact that a child's emotional development is crucial for fostering a positive school experience, career maturity, and the development of life skills, all of which shape our personalities as they grow.These days, unemployment is an ongoing issue in this country. This major concern may be resolved if children of today are taught about the educational and occupation demands as well as how to acquire the life abilities that are required. Merely acquiring knowledge from books is insufficient to achieve the fundamental objectives of students' holistic growth. In order to meet life's obstacles, they must strengthen their emotional intelligence. They would only benefit from stronger life skills and the maintenance of their educational goal or future career.

Given the child's interests in learning, an overabundance of subjects with diverse streams of study has made it difficult for the student to decide on a specific field of study. It has been noted that not all of the subjects are, nor are they able to understand them. This is especially true for subjects like physics and maths, where there are great expectations. Children from higher familial backgrounds or those from poorer socioeconomic backgrounds in particular may find these courses challenging. To prevent regression and encourage growth, an emotionally intelligent individual will select the appropriate courses and subjects while considering his career interests and long-term objectives.

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