



Emotional intelligence of secondary school students in relation to their gender

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Abstract

The present investigation is to find out the Emotional intelligence of secondary school students in relation to their gender boys and girls. The sample consisted of 120 secondary school students out of which 60 were boys and 60 were girls. For this purpose of investigation “Emotional Intelligence Inventory” by S.K. Mangal and Shubhra Mangal was used. The obtained data were analyzed through ‘t’ test to know the mean difference between secondary school students in relation to their gender. The result shows that there is no significant difference in emotional intelligence of urban and rural area secondary school students. but there is significant difference in emotional intelligence of boys and girls at 0.01 level. It means girls are high emotional intelligence than boys.

Key Words: Emotional intelligence, Boys, Girls.

Emotional intelligence (EQ) is the ability to use emotions effectively and productively. Since the publication of the initial research in 1990, innovative schools and educational organizations have begun integrating emotional intelligence into their educational programs. It is becoming increasingly clear that these skills are one of the foundations for high-performing students and classrooms.

When emotional intelligence began to attract the public attention, there were few model programs. In his 1995 book, *Emotional Intelligence*, Daniel Goleman described two of the preeminent programs, a class in some New Haven schools, and the Self-Science curriculum. As the benefits of emotional intelligence have become more widely recognized and investigated, several implementation strategies have been designed. These include assessments, training programs, and educational curricula that assist educators to build emotional intelligence.

Mayer and Salovey (1993) “emotional intelligence is defined as the ability to monitor one’s own and other’s feelings and emotions to discriminate among others, and use this information to guide one’s thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise and express emotions; the ability to access and generate feelings when they facilitate thoughts, the ability to understand emotions and emotional knowledge and intellectual growth.”

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. – Mayer & Salovey, 1997

Emotional intelligence (EQ) is emerging as a critical factor for sustaining high achievement, retention, and positive behavior as well as improving life success. Increasingly, schools and educational organizations are turning to EQ seeking a systemic solution to improve outcomes – both academic and social (such as school attrition, student satisfaction, peer relationships, and health). What's driving this interest? Is emotional intelligence "just a fad," or does the science offer new insight and tools that genuinely affect performance? And if EQ is so important,

Adeyemo (2007) examined the moderating influence of emotional intelligence on the link between academic self-efficacy and achievement among university students. The participants in the study were 300 under graduate at the University of Ibadan, Ibadan, Nigeria. Their age ranged between 16.5 years and 30 years with mean age of 19.4 years. Two valid and reliable instruments were used to assess emotional intelligence and academic self-efficacy while participant's first semester result was used as a measure of academic achievement. Descriptive statistics, Pearson Product Moment correlation and hierarchical regression analysis were used to analyze the data. The result demonstrated that emotional intelligence and academic self efficacy significantly correlated with academic achievement. The moderating effect of emotional intelligence on the relationship between academic self efficacy and achievement was also established.

Lather Manisha (2009). "Effect of emotional intelligence on psychological distress of high school students". Kurukshetra University Kurukshetra. The study is based on the assumption that application of emotional skills can reduce distress among high school students. One thousand high school students (500 male + 500 female) of IX and X grade were selected as a sample for the study. Hindi adaptation of Cornell medical index health questionnaire' (Broadman et al. 1949) by Wig et al. (1983) was used to measure the psychological distress of high school students. Emotional intelligence scale (Sharma, R. 2007) was used to measure emotional intelligence. After analysis it was found that out of 1000 high / school students taken as sample, 562 students were having psychological disturbance. Results indicated negative correlation between emotional intelligence and its dimensions with psychological distress. Emotional intelligence was found to be helpful in reducing psychological distress of students there is not relationship between emotional intelligence and academic achievement of under graduate students of Arts and Science stream. The only exception is the mathe group where there was significant positive relationship between emotional intelligence score and total aggregate marks.

Pant and Prankish (2004) have studied gender differences in economics in emotional intelligence for Indian participants (N=60). 30 male and 30 female subject/ individuals were approached for the study from personnel and human resource department of government and non-government organizations; as well as student with an education level of post-graduation. Multifactor emotional intelligence scale was used for assessment process. Result showed no substantial gender differences on the various EI dimensions. More specifically indicating that both males and females do not differ significantly on the two sub- tasks of 'imaging emotions. Whereas, 'managing others' (sub tasks) has the males (M=0.28, SD = 0.08) scoring

higher than the females ($M= 0.26, SD=0.08$) on the sub-task of 'managing self', both the males and females have same mean ($m=0.25$). However, women scored higher, though not significantly than men on total EI (M woman = 5.13, M men = 4.86) .

Subramanyam K. & Rao Sreenivasa K. (2008). "Academic Achievement and emotional intelligence of secondary school children". S. V. University, Tirupati. This study aimed at assessing the impact of gender on emotional intelligence and academic achievement of secondary school students, besides the relationship between emotional intelligence and academic achievement. The objectives of the study were; (i) To assess the ^ impact of gender on emotional intelligence of secondary school students, (ii) To assess the impact of gender on academic achievement of secondary school students, (iii) To assess the relationship between emotional intelligence and academic achievement of secondary school students. The findings of the study were; (i) there is significance of difference between boys and girls with regard to their emotional intelligence; (ii) there is no significance of difference between boys and girls with regard to their academic achievement; (iii) there is no relation between academic achievement and emotional intelligence.

Mathur, Mholtra and Dube (2005) have evaluated the gender differences in the selection variable of emotional intelligence, which were attribution, taking responsibility and scholastic achievement in high school students ($N= 83, M= 36, F= 47$) with an age group of 13 to 15 years. The study does not revealed any significant gender-difference on the dimensions of emotional intelligence. So, the study concluded that there is no significant difference among boys and girls on the selected components of EQ.

Study done by Saranya and Velayudhan (2008) among 30 male and 30 female, university student regarding gender difference in emotional intelligence revealed that there exists no significant difference in self-awareness, self-regulation, social awareness and social skills among day scholars' boys and girls. There exists a significant difference in the dimension of motivation. Girls are better motivated than boys, this is because girls have a better driving and pulling forces which result in persistent behavior directed towards certain goals.

Mohanty and Uma Devi (2010) have examined relationship between the EI of adolescent of secure attachment style and select socio personal variables among 60 students, measuring attachment style by 'attachment scale Hazen and shaver (1987) and emotional intelligence inventory (2003). Results revealed that those adolescents, who were securely attached with their parents, had better interpersonal relation, good problem-solving skills and were happier. It further concluded that conducive home environment with secure feeling give raise to emotionally intelligent individuals in future.

Objective of the study:

The purpose of the present study is the difference related to the Emotional Intelligence of secondary school students in relation to their gender and area.

- ✓ To find out whether there is any significant relationship between emotional intelligence of secondary school students in relation to urban and rural.
- ✓ To find out whether there is any significant relationship between emotional intelligence of secondary school boys and girls. ·

Hypothesis:

1. There is no significant difference between Emotional Intelligence of secondary school students in relation to their urban and rural area.
2. There is no significant difference between Emotional Intelligence of secondary school students in relation to their gender boys and girls.

Method:**Limitations:**

This study was limited to secondary school students in Ahmedabad district of Gujarat. Students from government aided and self-financed secondary schools were only included in this study.

The survey method was employed and the questionnaires were used to collect the data.

The investigators used only the variable Emotional intelligence in the dimensions of Intra-Personal Awareness, Inter-Personal Awareness, Intra-Personal Management, Inter-Personal Management of emotional intelligence.

Methodology:

In the present investigation measure the Emotional Intelligence “**Emotional Intelligence Inventory**” S.K. Mangal and Shubhra Mangal was used. The Emotional inventory consists 100 items with yes or no response pattern. The reliability factor is Split Half 0.89 and test-retest 0.92 & validity for the inventory has been established by adopting two different approaches, namely factorial and criterion related approach.

Procedure:

The boys and Girls, who were studying in Secondary School of different areas in Gujarat state Ahmedabad District, were randomly selected “**Emotional Intelligence Inventory**” S.K. Mangal and Shubhra Mangal.

Results & Discussion:

The main objective of present study was to do study of Emotional Intelligence of the secondary school students among urban and rural area, boys and girls. In it statistical’ method was used and their correlation was measured. Results discussions of present study are as under:

Table No. 1: Showing the Mean, SD and 't' value of Emotional Intelligence of secondary school students among urban and rural area.

		Mean					
Variable	No.	Mean	SD	Diff	SED	't'	Sig
Urban	60	65.15	9.57	0.13	1.84	0.072	NS
Rural	60	65.28	10.48				

NS* No Significant

The above result table No. 1 Show that 't' test was used to know the level of Emotional intelligence secondary school students among urban and rural area. Where urban area mean was 65.15 & SD was 9.57 and rural area mean was 65.28 & SD was 10.48 and difference between their 't' values was 0.072 it was no significance at 0.05 level. The result shows that there is no significant mean difference emotional intelligence of secondary school student in urban area and rural area students. Thus, the null hypothesis,1 which states "there is no significant difference in the Emotional intelligence level of secondary school students was accepted. Result shows that there is no difference between urban area and rural area secondary school students.

Table No: 2: Showing the Mean, SD and't' value of Emotional Intelligence of secondary school students among boys and girls.

		Mean					
Variable	No.	Mean	SD	Diff	SED	't'	Sig
Boys	60	61.85	10.49	6.73	1.74	3.86	0.01
Girls	60	68.58	8.29				

Significant at 0.01 levels.

The above result table No.2 Show that 't' test was used to know the level of Emotional Intelligence of secondary school students among boys and girls. Where boys mean was 61.85 & SD was 10.49 and girls mean was 68.58 & SD was 8.29 and difference between their 't' values was 3.86 it was a significance at 0.01 level. The result shows that there is a significant mean difference emotional intelligence of secondary school student in boys and girls secondary school students. Thus the null hypothesis,2 which states "There is no significant difference in the emotional intelligence level of secondary school students with respects to their emotional intelligence" was rejected and result shows that the emotional intelligence is high level of boys and girls it means girls are high emotional intelligence than boys. Because girls are understanding and emotions

of self and self-aware confidence and knowledge of their abilities.

Conclusion:

We can conclude by data analysis as follows:

1. There is no significant mean difference in emotional Intelligence of secondary school students in relation to their urban area and rural area.
2. There is a significant mean difference in emotional Intelligence of secondary school students in relation to their gender boys and girls. It means girls are high emotional intelligence than boys.

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