A Study Of Emotional Intelligence In Relation To Gender Of Secondary School Students

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ABSTRACT

Today it is more crucial than ever that secondary school students are academically prepared to compete for knowledge and technology based jobs. **Imbrosciano and Berlach (2003)** have remarked that *success* may be viewed in three main domains *intelligent, or well behaved, or academically successful*. **Goleman (1995)** gave a short of answer when he asserted that success depends on several intelligences and on the control of emotion. According to him intelligence account for only 20% of the total success, and the rest goes for Emotional and Social intelligences. Therefore the investigator tried to study the emotional intelligence of secondary school students in five dimensions with 50 items. 'Emotional Intelligence scale was developed by Kumari and Sharma (2014). The mean scores of Male and Female secondary school students were obtained on all the five dimensions mentioned in the study and it was concluded that there is a no significant difference between Male and Female secondary school students on the all five dimensions of emotional intelligence.

Key Words: Emotional Intelligence, Gender

INTRODUCTION:

Today it is more crucial than ever that secondary students are academically prepared to compete for knowledge and technology based jobs. When students are not prepared the costs to individuals and society can be extremely high. For example, higher levels of unemployment, lower earnings, and increased health problems have been linked to early withdrawal from school (**Jimerson, Egeland, Sroufe, & Carlson, 2000;**

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Reyes, Gillock, Kobus, & Sanchez, 2000; Rumsberger, 1995). David Wechsler was the first one who proposed that the non-intelligence abilities are essential for predicting ability to succeed in life. **Imbrosciano and Berlach (2003)** have remarked that *success* may be viewed in three main domains *intelligent, or well behaved, or academically successful.* **Goleman (1995)** gave a short of answer when he asserted that success depends on several intelligences and on the control of emotion. Specifically, he stressed that intelligence quotient (IQ) alone is no more the measure of success. According to him intelligent account for only 20% of the total success, and the rest goes for Emotional and Social intelligences. **Abisamra (2000)** then queried that if this is found to be so, why the teachers don't begin to teach its components (i.e., emotional intelligence) to students at schools? He then concluded that if emotional intelligence affects student achievement, then it is imperative for schools to integrate it in their curricula and thereby raising the level of students' success.

According to **Salovey and Mayer (1990),** Emotional Intelligence is being able to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this to guide one's thinking and actions. Again, **Salovey and Mayer (1993)** wrote that an emotionally intelligent person is skilled in four areas: identifying, using, understanding, and regulating emotions. Similarly, **Goleman (1995)** also stressed that emotional intelligence consists of five components: Knowing one's emotions (self-awareness), managing them, motivating self, recognizing emotions in others (empathy), and handling relationships. In recent times therefore, social scientists and educational psychologists are beginning to uncover the relationship of emotional intelligence to other phenomenon. These are: leadership **(Ashfort & Humphrey, 1995);** group performance **(Williams & Sternberg, 1988)**; academic achievement **(Abisamra, 2000)**; and policing **(Aremu, 2005)**.

Spinoza (1677) found that both the emotion and the intellect together contribute to the ultimate cognitive tool. He talked about three levels of cognition (or knowledge), that is, emotional cognition, intellectual cognition, and a kind of intuition. **Mowrer (1960)** stated that the emotions are a quite extraordinary importance in the total economy of living organisms and do not deserve being put into opposition with intelligence. **Ellis (1962)** pointed out that human emotion and thinking are not separate process, but that they significantly overlap and can never be viewed completely apart from each other. **Payne (1986)** conceptualized that as a basic intelligence where "the facts, meanings, truth relationships, etc., are those that exist in the realm of emotion. **Mahoney (1991)** discovered that cognitive constructivists view feeling, knowing, and acting as inseparable experiences of our adaptation and development.

Trinidad and Johnson (2002) also found a negative association between EI and deviant behaviors (tobacco and alcohol use) in an American sample of adolescents. **Petrides, Frederickson, and Furnham (2004)** examined the relationships among EI, cognitive ability, and academic performance in a British sample of 650 Grade 11 students. They found that EI moderated the relationship between academic performance and cognitive ability. Academic success was operationalized as the standardized test results from the General Certificate of Secondary Education (the principal means of assessing academic achievement at the end of compulsory secondary education in the UK).

Parker et al. (2004) examined the relationship between emotional intelligence and academic achievement in younger respondents. Based on available research in the area of social and emotional competencies with post-secondary students, it is anticipated that high school students with higher levels of social and emotional competency will perform better academically. There is consistent empirical evidence that high school student who exhibit behaviours consistent with social and emotional competency (e.g., regular class attendance, completing school work, and involvement in extracurricular activities) are more apt to be successful in school.

Parker, Summerfeldt, Hogan and Majeski (2002) discovered that various emotional and social competencies were strong predictors of academic success. Similarly, **Parker, et al. (2003)** found emotional intelligence to be significant predictors of academic success. In the same vein **Low and Nelson (2004)** reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively and reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools' curricula.

In this review so far, efforts have been made on what researchers have published on emotional intelligence, and how this could impact on the various phenomenon related to education. It is the primary purpose of this study therefore to investigate the significant impact of this construct (emotional intelligence) on various phenomenon in-school adolescents. To effectively anchor this purpose, following objectives and hypotheses were made. They are:

OBJECTIVES:

1. To compare the self-awareness of male and female students studying in different schools of Malda District.
2. To compare the self-regulation of male and female students studying in different schools of Malda District.
3. To compare the motivation of male and female students studying in different schools of Malda District.
4. To compare the empathy of male and female students studying in different schools of Malda District.
5. To compare the social skill of male and female students studying in different schools of Malda District.
6. To compare the emotional intelligence of male and female students studying in different schools of Malda District.

HYPOTHESES:

1. There is no significant difference in the self-awareness of male and female students studying in different schools of Malda District.

2. There is no significant difference in the self-regulation of male and female students studying in different schools of Malda District.

3. There is no significant difference in the motivation of male and female students studying in different schools of Malda District.

4. There is no significant difference in the empathy of male and female students studying in different schools of Malda District.

5. There is no significant difference in the social skill of male and female students studying in different schools of Malda District.

6. There is no significant difference in the emotional intelligence of male and female students studying in different schools of Malda District.

METHODOLOGY:

Sample:

The sample consisted of 213 male and 187 female students (Total N= 400) of secondary education from Government schools of Malda District.

Tool used:

Emotional Intelligence Test constructed and standardized by **Kumari and Sharma (2014)** was used to measure emotional intelligence of the students. It had 50 items. The scale consisted of five dimensions namely Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skill. The reliability coefficient are quite adequately high i.e., 0.745 by Split Half Method and 0.85 by Alpha Cronbach . The content validity of the scale was found by given the scale to 20 experts of the area of psychology.

Statistical Techniques:

Mean, SD and t-test are used for the analysis of data by SPSS (16 Version).

DATA ANALYSIS:

Hypothesis – 1. There is no significant difference in the self-awareness of male and female students studying in different schools of Malda District.

In order to verify this hypothesis the mean scores and standard deviations of the two groups were calculated and the *t*-value was obtained as presented in Table 1.

Table: 1.   Self-Awareness of Male and Female students studying in different schools of Malda District

Groups	No. of Students	Mean	SD	Standard Error Mean	df	*t*-value	Level of Significance
Male	213	26.15	3.72	.257			Not
					398	1.20	significant at
Female	187	26.19	3.37	.246			any level

The **table 1** indicates that there is no significant difference in the self-awareness of male and female students studying in different schools of Malda District. The mean values of male and female students studying in different schools of Malda District are 26.15 and 26.19 respectively on the measure of Self-Awareness of emotional intelligence**.** The obtained *t*-value (1.20) is smaller and not significant than both the 0.01 and 0.05 levels of significance. So it can be said that the both the groups (male and female) of students having equal types of self-awareness of emotional intelligence. Thus the first null hypothesis i.e., "There is no significant difference in the self-awareness of male and female students studying in different schools of Malda District" is accepted. Graphically it is shown in **figure 1**.
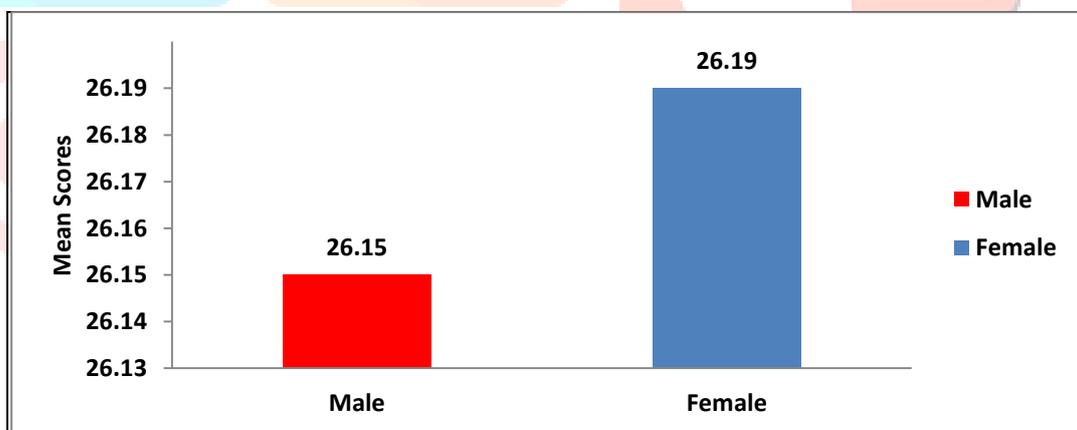

Figure: 1.   Mean Scores Showing the Self-Awareness of Male and Female students studying in different schools of Malda District

Hypothesis – 2.   There is no significant difference in the self-regulation of male and female students studying in different schools of Malda District.

In order to verify this hypothesis the mean scores and standard deviations of the two groups were calculated and the *t*-value was obtained as presented in Table 2.

Table: 2.   **Self-Regulation of Male and Female students studying in different schools of Malda District**

Groups	No. of Students	Mean	SD	Standard Error Mean	df	t-value	Level of Significance
Male	213	19.79	3.25	.223			Not significant at any level
Female	187	20.18	2.57	.188	398	1.313	

The **table 2** depicts that there is also no significant difference on the measure of self-regulation of male and female students studying in different schools of Malda District of emotional intelligence. The mean values of male and female students studying in different schools of Malda District are 19.79 and 20.18 respectively on the measure of Self-Regulation of emotional intelligence**.** The standard deviation of male students is 3.25 and for the female students is 2.57. The obtained t-value (1.313) is smaller than the table value at 0.01 and 0.05 levels of significance and also not significant at both levels of confidences. So it can be said that the both the groups (male and female) of students having nearly same or equal types of self-regulation ability of emotional intelligence. Thus the second null hypothesis i.e., "There is no significant difference in the self-regulation of male and female students studying in different schools of Malda District" is also accepted. Graphically it is shown in **figure 2**.
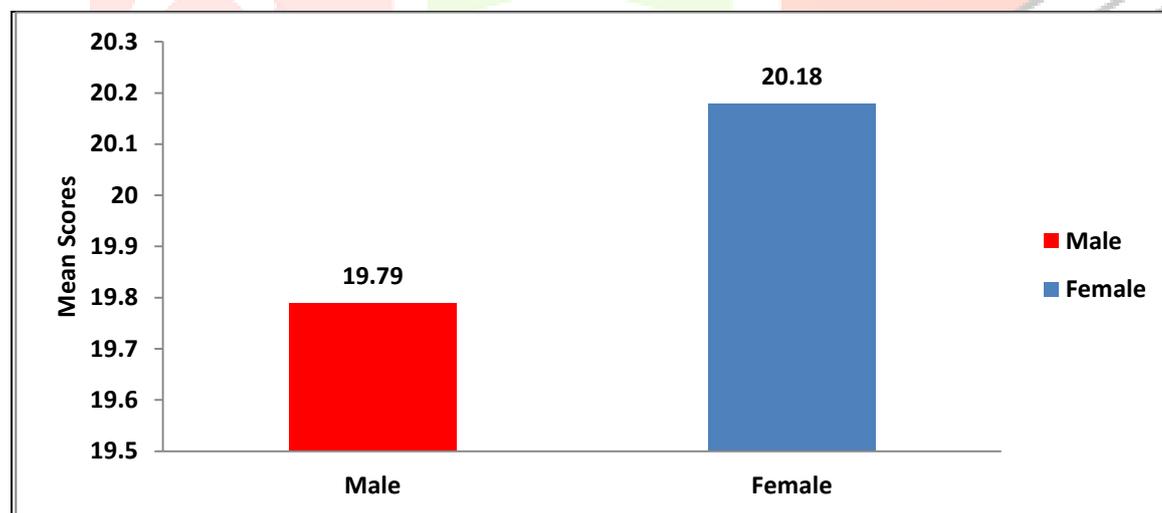

Figure: 2.   **Mean Scores Showing the Self-Regulation of Male and Female students studying in different schools of Malda District**

Hypothesis – 3. There is no significant difference in the motivation of male and female students studying in different schools of Malda District.

In order to verify this hypothesis the mean scores and standard deviations of the two groups were calculated and the *t*-value was obtained as presented in Table 3.

Table: 3. **Motivation of Male and Female students studying in different schools of Malda District**

Groups	No. of Students	Mean	SD	Standard Error Mean	df	*t*-value	Level of Significance
Male	213	23.02	3.59	.246	398	1.92	Not significant at any level
Female	187	23.67	3.15	.230			

The **table 3** depicts that the mean scores of male and female students studying in different schools of Malda District on the measure of motivation of emotional intelligence is also not significant at any levels of confidences. The mean values of male and female students studying in different schools of Malda District are 23.02 and 23.67 respectively on the measure of motivation of emotional intelligence and their standard deviation are for male students is 3.25 and for the female students is 2.57. The obtained *t*-value (1.92) is smaller than the table value at 0.01 and 0.05 levels of significance and also not significant at both levels of confidences. So it can be said that the both the groups (male and female) of students having nearly same or equal types of motivation of emotional intelligence. Thus the third null hypothesis i.e., "There is no significant difference in the motivation of male and female students studying in different schools of Malda District" is not rejected. Graphically it is shown in **figure 3**.
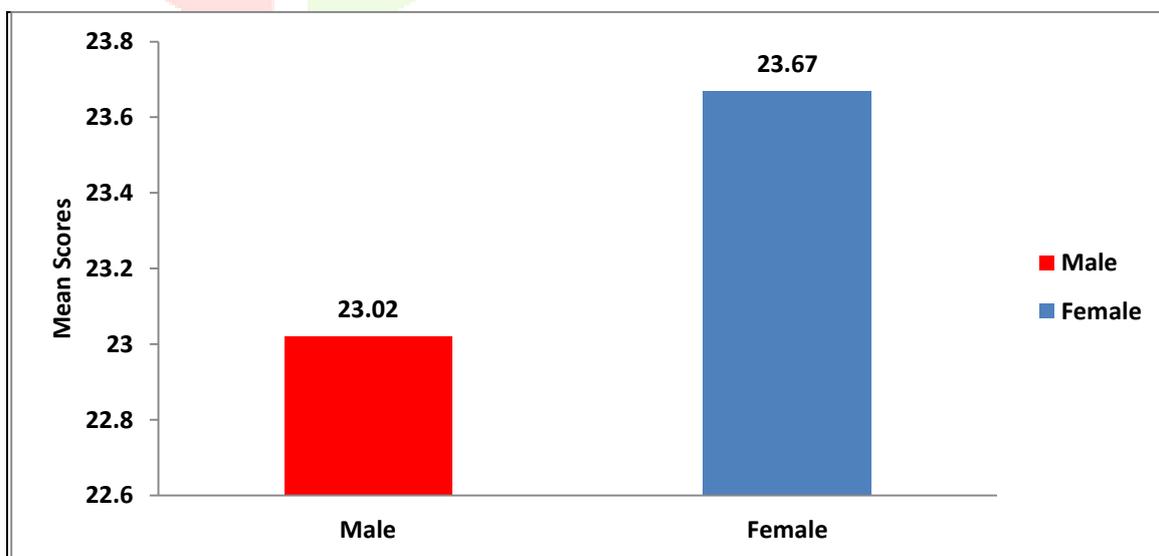

Figure: 3. **Mean Scores Showing the Motivation of Male and Female students studying in different schools of Malda District**

Hypothesis – 4.   There is no significant difference in the empathy of male and female students studying in different schools of Malda District.

In order to verify this hypothesis the mean scores and standard deviations of the two groups were calculated and the *t*-value was obtained as presented in Table 4

Table: 4.   Empathy of Male and Female students studying in different schools of Malda District

Groups	No. of Students	Mean	SD	Standard Error Mean	df	*t*-value	Level of Significance
Male	213	56.46	7.42	.508			Not
Female	187	57.91	6.95	.508	398	1.44	significant at any level

The **table 4** shows that the mean scores of male and female students studying in different schools of Malda District on the measure of empathy of emotional intelligence is also not significant at any levels of confidences. The mean values of male and female students studying in different schools of Malda District are 56.46 and 57.91 respectively on the measure of empathy of emotional intelligence and their standard deviation are for male students is 7.42 and for the female students is 6.95. The obtained *t*-value (1.44) is smaller than the table value at 0.01 and 0.05 levels of significance and also not significant at both levels of confidences. So it can be said that the both the groups (male and female) of students having nearly same or equal types of empathy level of emotional intelligence. Thus the fourth null hypothesis i.e., "There is no significant difference in the empathy of male and female students studying in different schools of Malda District" is accepted. Graphically it is shown in **figure 4**.
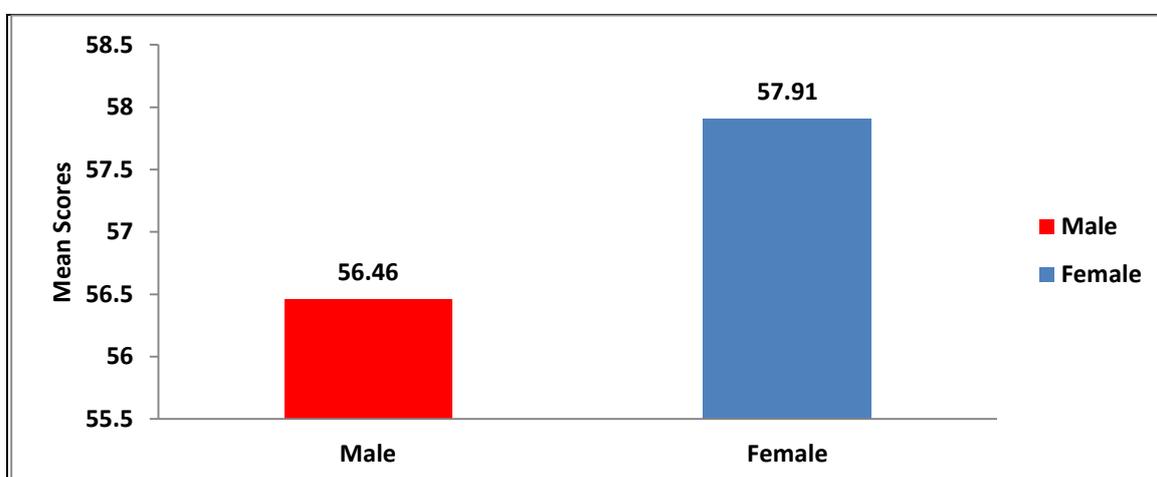

Figure: 4.   Mean Scores Showing the Empathy of Male and Female students studying in different schools of Malda District

Hypothesis – 5.   There is no significant difference in the social skill of male and female students studying in different schools of Malda District.

In order to verify this hypothesis the mean scores and standard deviations of the two groups were calculated and the *t*-value was obtained as presented in Table 5.

Table: 5.   **Social Skill of Male and Female students studying in different schools of Malda District**

Groups	No. of Students	Mean	SD	Standard Error Mean	Df	*t*-value	Level of Significance
Male	213	65.15	8.49	.581	398	1.48	Not significant at any level
Female	187	63.95	7.54	.551			

The **table 5** shows that the mean scores of male and female students studying in different schools of Malda District on the measure of social skill of emotional intelligence is also not significant at any levels of confidences. The mean values of male and female students studying in different schools of Malda District are 65.15 and 63.95 respectively on the measure of social skill of emotional intelligence and their standard deviation are for male students is 8.49 and for the female students is 7.54. The obtained *t*-value (1.48) is smaller than the table value at 0.01 and 0.05 levels of significance and also not significant at any levels of confidences. So it can be said that the both groups (male and female) of students having nearly same or equal types of social skill ability of emotional intelligence. Thus the fifth null hypothesis i.e., "There is no significant difference in the social skill of male and female students studying in different schools of Malda District" is also accepted. Graphically it is shown in **figure 5**.
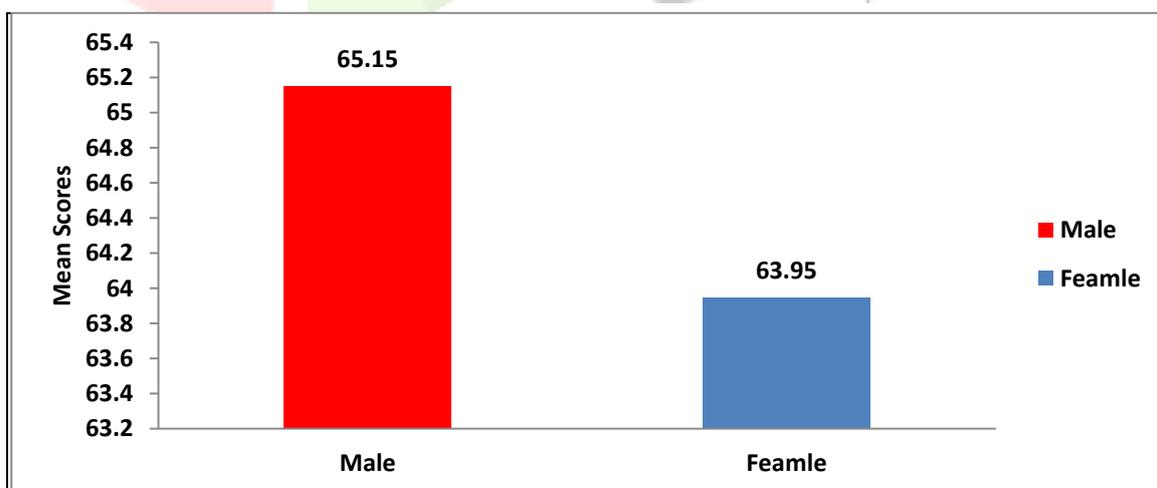

Figure: 5.   **Mean Scores Showing the Social Skill of Male and Female students studying in different schools of Malda District**

Hypothesis – 6.   There is no significant difference in the emotional intelligence of male and female students studying in different schools of Malda District.

In order to verify this hypothesis the mean scores and standard deviations of the two groups were calculated and the *t*-value was obtained as presented in Table 6.

Table: 6.   **Emotional Intelligence of Male and Female students studying in different schools of Malda District**

Groups	No. of Students	Mean	SD	Standard Error Mean	df	*t*-value	Level of Significance
Male	213	190.61	20.66	1.416	398	.476	Not significant at any level
Female	187	191.53	18.04	1.320			

The **table 6** shows that the mean scores of male and female students studying in different schools of Malda District on the measure of emotional intelligence is not significant at any levels of confidences. The mean values of male and female students studying in different schools of Malda District are 190.61 and 191.53 respectively on the measure of emotional intelligence and their standard deviation are for male students is 20.66 and for the female students is 18.04. The obtained *t*-value (.476) is smaller than the table value at 0.01 and 0.05 levels of significance and also not significant at both levels of confidences. So it can be said that the both the groups (male and female) of students having nearly same or equal types of emotional intelligence. Thus the sixth null hypothesis i.e., "There is no significant difference in the emotional intelligence of male and female students studying in different schools of Malda District" is also accepted. Graphically it is shown in **figure 6**.
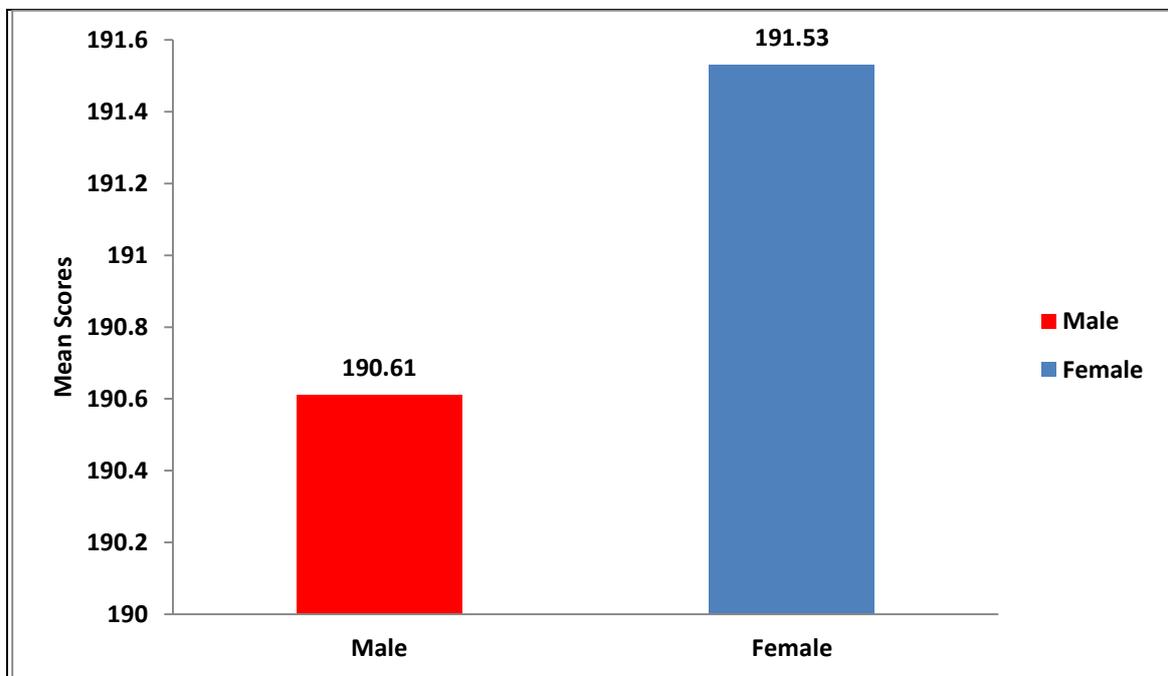
Figure: 6.   Mean Scores Showing the Emotional Intelligence of Male and Female students studying in different schools of Malda District

CONCLUSION:

The aim of the present study was to investigate the emotional intelligence of male and female students of Malda District. The study indicates the conditions of secondary level students regarding their emotional intelligence. The study indicates that the secondary level students whether male and female is almost the same regarding the various dimensions of emotional intelligence namely, Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skill. Thus, the study indicates that the secondary level students whether male or female are almost the same regarding their emotional intelligence. On all the five dimensions male and female secondary level students gives similar response.

SUGGESTIONS:

1- Further study may be conducted on RURAL and URBAN secondary school students.
2- Study may also be conducted by taking the sample from another city.
3- Tribal and Non-Tribal children may be undertaken as a sample for further study.
4- Students from minority and majority managed schools may be compared on Emotional Intelligence.

EDUCATIONAL IMPLICATION

1. Goleman (1995) has emphasized that Emotional Intelligence of an individual plays a key role in his personal and professional life. Hence it is being recognized that Emotional Intelligence plays a major role to reach at the top of the ladder of success in every profession.

2. If the time is given in an appropriate way to develop the emotional intelligence of the children in schools then it will promotes and encourages the children to perform better at school.

3. The Emotional Quotient (EQ) of students by giving them Emotional Intelligence test. It will help them to adjust easily in the society and to get a success in life. Emotionally intelligent children become easily adjusted in the society.

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