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Gender-wise and school wise difference in emotional intelligence, self-concept and anxiety of adolescents

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Abstract

This study has been designed to investigate gender-wise and school-wise difference in Emotional Intelligence, Anxiety and Self-Concept in Adolescent Students. Sample included the male and female adolescent students of 16 to 18 age group enrolled at both the private and government schools. Daniel Goleman model was used to construct the self-made tool of Emotional Intelligence, further two standardized tools were used Self-concept Questionnaire (SCQ) by Dr. Rajkumar Saraswat and the another Anxiety test (hindi version of Cattell's self-analysis form of IPAT) by S.D. Kapoor. Major findings were that there is significant gender-wise difference in Emotional Intelligence, Self-Concept and Anxiety of male and female adolescent students.

Further it was found that there is significant difference in Self-Concept and Anxiety of government and private school's students.

Keywords: Adolescent, emotional intelligence, self-concept, anxiety

Introduction

In the cyber age, all societies and its members are facing tough competition. The rapidly growing population, desire for higher standard of living and sudden and intense exposure to western world of glamour have greatly enhanced the pressure of competition. Education is not the goal; it has become the media to gain materialistic aspects of the world. Unfortunately, even parents most often encourage their children in the direction that somehow get power, position and money.

So, today's adolescents have the first generation access to many things, which are beyond the reach of their parents. Majority of the adolescents are poor at life skills because the society has not bothered to teach the child the basic essentials at handling anger and resolving them in proper way. By neglecting the emotional lessons we risk largely wasting the window of opportunity presented by the slow maturation of the brain to help children activate a healthy emotional repertoire. So with the changing times, the students as a whole has become the centre of concern not only his reasoning capacities, but also his creativity, emotions and interpersonal skills. Here comes Emotional Intelligence (E.I.).

It was Daniel Goleman who popularised it through his research on Emotional Intelligence (EI). It is said that I.Q. alone is no more measure for success, it only accounts for 20%, Emotional and Social Intelligences and luck account for the rest (Goleman, 1995) [4]. Daniel Goleman defines Emotional Intelligence as "The capacity for recognizing one own feelings and those in others, for motivating ourselves, for managing emotions well in ourselves and in our relationships (Goleman, 1998) [5]".

Today trouble with the process of education is the pervasive emphasise on cognition and the neglect of the "affect" state of the learners. There is a great need for lessons in handlings emotions and settling disagreements peacefully. General intelligence is unable to handle the negative unwanted situation which arises anxiety to the students.

Anxiety can be described as a response to threat (Campbell, 2004) [2] or a feeling of uneasiness whose source is uncertain or vague, but with debilitating effects as if that source was real or specific (Robinson, *et al.* 1992) [11]. It may involve fear of being apart from significant people or being left alone, avoidance of certain situations or activities for fear of embarrassment, worrying about normal life issues, repetitive thoughts and behaviour, or panic attacks.

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Anxiety is a complex and multidimensional phenomenon and can be defined as a "Subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system." (McIntyre and Gardner, 1991)^[8].

Anxious individuals as more changeable in their interests and attitudes, easily upset, jealous, insecure, apprehensive, hypochondriacally, frustrated and driven. (Cattell, 1957; Cattell, *et al.* 1970)^[3].

Chronic anxiety predisposes a person to seek relief in a variety of potentially harmful additions – alcohol, drugs, smoking and tranquilizers. Many teenagers tend to become non-conformist and fall prey to teenage depression in response to a variety of growing up anxieties. However, Anxiety at chronic adversely affect adolescents at various levels.

Researches showed that the student's having low anxiety were higher emotional than the students having high anxiety. (Patel, 2007)^[9].

It means the emotional skills can control the level of anxiety and if it is than there is a great need for lessons in handling emotions, because people with well-developed emotional skills are more likely to be content and effective in their lives and the success and failures that people experience in many areas of life are also closely related to the ways that they have learned to view themselves and their relationships with others, basically this perception and view called "Self Concept".

Self-concept theory was that of Carl Rogers (1947 as cited in Purkey 1988)^[10] who introduced an entire system of helping built around the importance of self.

Self-concept is a person's sense of identity. The set of beliefs about what he/she is like as an individual (Breakwell; 1992, Hattie; 1992)^[6]. Self-concept is an organized collection of belief and self-perception about oneself (Baron and Byrne, 2000)^[11]. Self-concept is the totality of an individual's thoughts and feelings having reference to himself/herself as an object (Hawkins *et al.*, 1998)^[7].

Development of self is more or less a part of emotional development. It can be concluded that self-concept is predominantly a function of emotional quotient.

Keeping in mind all these three variables, researcher was interested to compare them in reference to type of schools and gender in adolescents students.

Method

Problem

Gender-wise and School-wise difference in Emotional Intelligence, Self –Concept and Anxiety in Adolescents.

Objectives

- Examine whether there is any significant difference in Emotional Intelligence, Self-Concept and Anxiety of boy and girl Adolescent students.
- To study the significant difference in Emotional Intelligence, Self-Concept and Anxiety in between the Government and private schools' Adolescent students.

Hypothesis

- H₀: There is no significant difference in Emotional Intelligence, Self-Concept and Anxiety of boy and girl adolescent students.
- There is no significant difference in Emotional Intelligence, Self-Concept and Anxiety in between the government and private schools' Adolescent students.

Design

Descriptive Survey method was adopted.

Sample

At first 20 senior secondary schools (10 Government and 10 Private) were randomly selected by using lottery method. From these schools' 400 Adolescent students sample were selected for data collection.

All the male and female students of 16 -18 age group studying at Government and private schools' of Udaipur district were the population of the study.

Variable

Emotional Intelligence, Anxiety and Self-Concept were treated as dependent variable; gender and type of school's were as independent variables.

Tools

Denial Goleman model (1998) was adopted to make a self-made tool on Emotional Intelligence, Self-Concept Questionnaire (SCQ) Raj kumar Saraswat and Anxiety test (hindi version of Cattell's self-analysis form of IPAT) by S.D. Kapoor were used to collect data on Self-Concept and Anxiety respectively.

Statistical Techniques

Mean, SD, t-Test was used to calculated the significant difference between Emotional Intelligence, Self-Concept and Anxiety of male and female adolescent students enrolled at government and private schools.

Result

Data was analysed and interpreted in following tables.

Table 1: Analysis of comparison of the Emotional Intelligence of Boy and Girl Adolescent Students

S. No.	Areas of E.I.	Gender	Mean	Standard Deviation (SD)	t-value	Significant on 0.01/0.05 level
1.	Intra-Awareness	Boys	37.82	5.070	4.662	Significant at 0.01 level
		Girls	35.33	5.600		
2.	Self-Regulation	Boys	31.99	4.762	3.178	Significant at 0.01 level
		Girls	30.41	5.143		
3.	Motivation	Boys	39.27	4.967	2.444	Significant at 0.05 level
		Girls	38.00	5.378		
4.	Empathy	Boys	35.47	4.578	.770	Insignificant
		Girls	35.04	6.430		
5.	Social Skills	Boys	34.65	4.335	2.975	Insignificant
		Girls	33.85	5.368		
	Total Emotional Intelligence	Boys	179.19	17.389	3.363	Significant at 0.01 level
		Girls	172.65	21.309		

df = 398

Table value at 0.05 level is = 1.96

Table value at 0.01 level is = 2.58

Gender wise difference in Emotional Intelligence

Table 1 shows the significant difference in three areas of Emotional Intelligence i.e. intra awareness, self-regulation and motivation which were found to be significant at 0.01, 0.01 and 0.05 levels of significance respectively, however in case of empathy and social skills were not significant. The mean value of boys for all these three areas was higher than the mean value of girl adolescents which indicates that boys

are more intra-aware' self-regulated as well as motivated than to their counterparts.

Mean value of total emotional intelligence was found to be higher for boy adolescent students than the female students which was significant at 0.01 level, indicates that boy adolescent students are more Emotional Intelligence than the female adolescents.

Table 2: Analysis of comparison of the Emotional Intelligence of adolescent students studying in government and private schools

S. No.	Areas of E.I.	Types of Schools	Mean	Standard Deviation (SD)	t-value	significant on 0.01/0.05 level
1.	Intra-Awareness	Govt.	36.41	6.497	0.620	Insignificant
		Private	36.75	5.468		
2.	Self-Regulation	Govt.	31.56	4.755	1.428	Insignificant
		Private	30.84	5.245		
3.	Motivation	Govt.	38.45	5.318	0.720	Insignificant
		Private	38.82	5.104		
4.	Empathy	Govt.	35.04	5.875	0.770	Insignificant
		Private	35.47	5.271		
5.	Social Skills	Govt.	33.54	4.485	2.975	Significant at 0.01 level
		Private	34.98	5.171		
	Total Emotional Intelligence	Govt.	174.99	18.994	0.949	Insignificant
		Private	176.86	20.382		

df = 398

Table value at 0.05 level is = 1.96

Table value at 0.01 level is = 2.58

School-wise difference in emotional Intelligence

Table 2 shows the significant difference is found only in one area of Emotional Intelligence i.e. social skills.

The mean value of private school's students was quite higher than the Government school's students, which indicates that private school's adolescents are socially more skilful than the government school's students, it reveals that

the private school's adolescent students can easily express their ideas frankly in the presence of the others, maintain personal friendship among classmates and usually try to lead the social occasion.

There is no significant difference found between the emotional intelligence of adolescent students studying in government and private schools.

Table 3: Analysis of comparison of the Self-Concept of Boy and Girl Adolescent Students

S. No.	Areas of Self-Concept	Gender	Mean	Standard Deviation (SD)	t-value	Significant on 0.01/0.05 level
1.	Physical	Boys	31.34	3.542	2.490	Significant at 0.05 level
		Girls	30.38	4.145		
2.	Social	Boys	29.58	3.681	2.134	Significant at 0.05 level
		Girls	28.83	3.388		
3.	Temperamental	Boys	30.71	4.112	4.270	Significant at 0.01 level
		Girls	29.07	3.549		
4.	Educational	Boys	30.27	5.071	3.274	Significant at 0.01 level
		Girls	31.75	3.894		
5.	Moral	Boys	29.87	4.168	3.917	Significant at 0.01 level
		Girls	31.29	2.985		
6.	Intellectual	Boys	26.69	3.086	.317	Insignificant
		Girls	26.58	3.824		

df = 398

Table value at 0.05 level is = 1.96

Table value at 0.01 level is = 2.58

Gender-wise difference in Self-concept

Table no.3 shows that the significant difference in the area of physical, social, temperamental, educational and moral self-concept which were found to be significant at 0.05, 0.05, 0.01, 0.01 and 0.01 levels of significance respectively. However in the physical, social and the temperamental areas of self-concept the mean scores of boy adolescent students were higher than the girls, whether girls mean scores were found higher in educational and moral areas of self-concept. It reveals that boy adolescent students have higher physical self-concept than the girls, as they are more aware about their physical appearance, find themselves very strong in doing physical work and personality more attractive than the

girls. In social areas boys have higher self-concept than the girls, as they can easily express their ideas frankly in the presence of others.

In Temperamental area of self-concept boy adolescents were found to be significantly higher which reveals that they have more clear view of their prevailing emotional state.

Data reveals that girl adolescent students are having higher educational and moral self- concept than the boys. So, it can be said that they have better view of themselves in relation to school, teachers and co-curricular activities.

At the same time girl adolescent possess higher moral self-concept than the boys, It reveals that female students have clear perception of their moral worth.

School-wise difference in self-concept

Table 4: Analysis of comparison of the Self-Concept of Adolescent Students Studying in Government and Private Schools

S. No.	Areas of Self-Concept	Types of Schools	Mean	Standard Deviation (SD)	t-value	Significant on 0.01/0.05 level
1.	Physical	Govt.	31.30	3.744	2.280	Significant at 0.05 level
		Private	30.42	3.973		
2.	Social	Govt.	28.83	3.289	2.105	Significant at 0.05 level
		Private	29.58	3.772		
3.	Temperamental	Govt.	30.95	4.030	5.578	Significant at 0.01 level
		Private	28.84	3.518		
4.	Educational	Govt.	32.17	4.094	5.235	Significant at 0.01 level
		Private	29.85	4.744		
5.	Moral	Govt.	31.70	3.632	6.365	Significant at 0.01 level
		Private	29.46	3.404		
6.	Intellectual	Govt.	27.73	3.331	6.608	Significant at 0.01 level
		Private	25.55	3.267		
	Total Self-Concept	Govt.	182.66	13.821	6.607	Significant at 0.01 level
		Private	173.68	13.375		

df = 398

Table value at 0.05 level is = 1.96

Table value at 0.01 level is = 2.58

Table No. 4 shows significant difference in all the areas of self-concept, however government school's adolescent were found to be much higher mean scores than the private school's adolescent in the physical, temperamental, educational, moral and intellectual areas of self-concept. In contrast adolescent student of private school's found to be have higher self-concept in social area of self-concept.

The mean scores of total self-concept is found to be higher for adolescent students of government schools than the private ones, which was significant at 0.01 level of significant.

So, in whole it can be concluded that adolescent student of government schools' have higher self-concept than the private schools' adolescent, as they are very much satisfied with their physical entities, have move clear view of their prevailing emotional state, proper view of themselves in relation to school, teachers, co-curricular activities, have correct estimation to their moral worth, right and wrong activities and have a capacity of judgement and problem solving.

Gender- wise difference in anxiety

Table 5: Analysis of comparison of the anxiety of Boy and Girl adolescent students

S. No.	Areas of Anxiety	Gender	Mean	Standard Deviation (SD)	't' Values	Significant on 0.01/0.05 level
1.	Apprehension	Boys	10.86	3.964	3.187	Significant at 0.01 level
		Girls	12.02	3.319		
2.	Tension	Boys	9.77	3.408	1.464	Insignificant
		Girls	10.24	2.997		
3.	Low self-control	Boys	6.04	2.316	0.263	Insignificant
		Girls	5.98	2.611		
4.	Emotional Instability	Boys	5.84	20.056	2.571	Significant at 0.05 level
		Girls	6.35	1.869		
5.	Suspicion	Boys	4.39	1.306	1.810	Insignificant
		Girls	4.14	1.400		
	Total Anxiety	Boys	36.89	8.941	2.178	Significant at 0.05 level
		Girls	38.72	7.828		

df=398

Table value at 0.05 level is = 1.96

Table value at 0.05 level is = 2.58

Table No.5 shows that the mean values were found to be higher and significant different for girl adolescent students in apprehension, tension and emotional instability area of anxiety than the boy adolescent students.

It is evident that girl adolescent students are more apprehensive, tensed and emotionally instable than the boy adolescent students.

Data reveals that girl adolescent students have low self-confidence to face any problem, feel much insecure, much

worried, angry tensed and more changeable than the boy adolescent students. The mean value of total anxiety is higher for girl adolescent students than the boy adolescent students, which was also found to be significant at 0.05 level of significance, so it can be said that girl adolescent students are more anxious than to their counterparts.

School- wise difference in anxiety

Table 6: Analysis of comparison of the anxiety of adolescent students studying in government and private schools

Sr. No.	Areas of Anxiety	Types of School	Mean	Standard Deviation (SD)	't' Values	Significant on 0.01/0.05 level
1.	Apprehension	Govt.	10.74	3.144	3.837	Significant at 0.01 level
		Private	12.14	4.068		
2.	Tension	Govt.	9.60	3.394	2.505	Significant at 0.05 level
		Private	10.40	2.979		
3.	Low self control	Govt.	5.84	2.354	1.360	Insignificant
		Private	6.18	2.567		
4.	Emotional Instability	Govt.	5.85	2.194	2.467	Significant at 0.05 level
		Private	6.34	1.708		
5.	Suspicion	Govt.	4.31	1.401	0.699	Insignificant
		Private	4.22	1.314		
	Total Anxiety	Govt.	36.34	8.039	3.508	Significant at 0.01 level
		Private	39.26	8.601		

df=398

Table value at 0.05 level is = 1.96

Table value at 0.01 level is = 2.58

The mean values were found to be much higher of private school's adolescents in the areas of anxiety i.e. apprehension, tension, Emotion instability which were found significantly different at 0.01, 0.05 and 0.05 level of significance respectively.

It is evident that private school's adolescent students are more unstable and unequal to challenges of daily life, mostly feel restlessness, more changeable than the government school's students.

The mean score of total anxiety was found to be higher for private school's adolescent students than the government school's which was significant at 0.01 level of significance. It is evident that private school's adolescent students are more anxious than the government schools' adolescent students.

Findings

(a) Major Findings Related to Gender-wise Comparison

The findings of the study lead to inference that boy adolescent students are more intra aware, self-regulated and motivated than the girls. Boy adolescent students are more emotional intelligent than the girl adolescent students. Boy adolescent students have higher self-concept in physical, social & temperamental areas than the girl adolescent students, however the girl adolescent students have higher educational and moral self -concept than the boy adolescents.

Girl adolescent students were found to be more anxious than the boy adolescent students.

(b) Major Findings Related to School-wise comparison

The findings regarding the school-wise comparison were showed that private school's students are socially more skilful than the Government school's students. However in total emotional intelligence, no significant difference was found.

The findings lead to inference that adolescent students of government schools have higher self-concept than the students' of private school. (Significant at 0.01 level).

The findings related to another variable anxiety has been showed that private school's adolescent students are more anxious than the government schools' students. (significant at 0.01 level).

Conclusion

On the basis of findings it is concluded that there is significant gender-wise difference in Emotional Intelligence,

Self-Concept and Anxiety of boy and girl adolescent students. Further it can also be concluded that there is significant difference in Self -Concept and Anxiety of Government and Private schools' adolescent students.

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