



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2019; 5(12): 322-326
www.allresearchjournal.com
Received: 27-10-2019
Accepted: 29-11-2019

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Emotional intelligence of senior secondary school students with respect to gender

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Abstract

The present study aims to analyse the emotional intelligence of adolescent students of senior secondary schools with respect to gender. This paper intends to present a general survey of emotional intelligence of adolescent Students of state of Haryana. For this purpose, 640 subjects (boys and girls) were selected randomly from senior secondary schools situated in four districts of state of Haryana. Data was collected and analysed by using mean, standard deviation and 't' test. Emotional intelligence Scale developed and standardized by the investigator was used. The findings of the study indicated that there was no significant difference between boys and girls adolescent students regarding different dimensions of emotional intelligence.

Keywords: Emotional Intelligence, senior secondary school students and Dimensions of Emotional Intelligence

Introduction

Emotional Intelligence is also known as Emotional Quotient (EQ) and Emotional Intelligence Quotient (EIQ). Goleman demarcated emotional intelligence as the variety of abilities and features that ambition leadership performance. In 1990, Salovey of Yale University and Mayer of New Hampshire began publishing articles about something they called "Emotional Intelligence". They tested how well people could identify the emotions by the faces, abstract designs and colours, from these studies; they believed that they have discovered a sort of universal aptitude of emotions. Goleman says, emotionally intelligent person, have the ability to assemble their emotional impulses; they have a self-awareness to know what they are feeling and are able to think about and convey those things; they have understanding for the feelings of others and insight into how other people think they are in group, and most important, where they fit inside that group.

Emotional intelligence can be demarcated as the aptitude to identify one's emotions and those of others, to distinguish among various kinds of emotions and to mark them appropriately, and to transmit emotional information to monitor thinking and behaviour. Salovey and Mayer advocated a model that formulated four components of emotional intelligence: the realization of emotion, the capability of reasoning and manipulating emotions, the capability to perceive emotion and the capability to control emotions. ("Four Branch Model", 2002).

1. Perceiving Emotions: In many occasions, this may include understanding nonverbal gestures like body language and facial expressions.
2. Reasoning with Emotions: It includes manipulating emotions to foster thinking and cognitive tasks. Emotions assist to designate that we endow concentration and act too; we counter emotionally to objects that gather our attention.
3. Understanding Emotions: The emotions that we grasp can bring an extensive multiplicity of explanations. If someone is demonstrating aggressive emotions, the spectator should elucidate the reason for the aggressiveness and what does it mean.
4. Managing Emotions: The capability to control emotions adequately is the main aspect of emotional intelligence. Balancing emotions, responding congruously and replying to the emotions of others are the major feature of emotional management.

Dimensions of emotional intelligence

There are mainly four dimensions of Emotional Intelligence: two dimensions which relate

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to how people manage themselves and the other two dimensions which relate to how people handle relationships. The other way, two dimensions relate to recognition or awareness and two relate to what people do, how they manage themselves or relationships. Below are the basic dimensions used in the study by the investigator: -

Self-management: Self-management is the skill to manage your emotions. This component also includes individual's clearness, adaptability, achievement and cheerfulness.

Self-awareness: The awareness of own emotions is about understanding our moment to moment feeling and the ways that emotions are expressed verbally and nonverbally. An emotionally intelligent person is turned into their own feeling. For example, they can be easily and quickly recognize if they are angry, envious, feeling guilty or depressed. If an individual is self-aware, he always knows how he is feeling, and he knows how his emotions and actions can affect the people around him.

Social awareness: Social awareness refers to competence level of a person in getting a true feel of other's emotional mind. Focus generally on service and level of understanding comprise on their social awareness.

Self-assessment: Self-assessment refers to the competence of knowing one's inner resources, abilities and limits. Individuals who are empowered with this competency are well aware of their strengths and weaknesses, reflective learning from experience, open to candid feedback, new perspectives, continuous learning and self-development and are able to show a sense of humour and perspective about themselves.

Relationship management: Relationship Management is all about individual's interpersonal communication skills. It's all about the ability to get the best out of other. It is the ability to inspire and influence the individual and the ability to help them change, grow, develop, and resolve a conflict.

Self-regulation: Regulation of one's own emotions is the attempts or acts to manage emotions by expressing their feelings and ideas appropriately during the communication process. This dimension refers to managing one's internal states, impulses and resources.

Review of related literature

Ola & Mabekoje (2003) ^[13] conducted a study entitled as "Emotional Intelligence within the Classroom Context: the Influence of Gender and Sociometric Status". The investigator used a descriptive approach. Data was collected using a socio metric scale and the emotional intelligence Scale by Schutte *et al.* (1998). Findings indicated that no significant gender influence on students' emotional intelligence, but the significant influence of socio metric status and an interaction of gender and socio metric status were revealed.

Tiwari & Srivastava (2004) ^[20] conducted a study entitled as "Schooling and Development of Emotional Intelligence". The investigator selected a sample of 270 primary school children to find out the relationship between emotional intelligence and different demographic variable. The findings of the study showed that the gender imposed a

significant effect on the different component of emotional intelligence while the medium of instruction and grade did not have a significant effect on emotional intelligence.

Katyal & Awasthi (2005) ^[8] conducted a study entitled as "Gender Differences in Emotional Intelligence among Adolescents of Chandigarh". A sample of 150 adolescents having age 15 years was selected out which 75 were boys of 75 were girl students. Findings shows that the difference existed between mean scores of boys and girls with respect to emotional intelligence, in which girls were having higher emotional intelligence than that of the boys.

Joibari & Mohammadtaheri (2011) ^[6] conducted a study entitled as "The Study of Relationship between Emotional Intelligence and Students' Academic Achievement of High Schools in Tehran City". The purpose of the study was to examine the relationship between components of emotional intelligence and students' academic achievement. The descriptive survey method was used. The sample included about 380 students, 200 boys and 180 girl students. Collected data were analysed by using t- test and Pearson Correlation. The findings of the study revealed that there was a significant correlation between main components of emotional intelligence including self-motivation, self-awareness, self-regulation, social consciousness, social skills and students' academic achievement. Also, there was a meaningful difference between boys and girl students' emotional intelligence.

Mir (2013) ^[15] conducted a study entitled as "A Study of Emotional Intelligence and Learning Outcomes of Senior Secondary School Students". The study aimed to investigate the relationship between emotional intelligence and learning outcome of senior secondary school students. A sample of 200 senior secondary students was selected. Data were collected through the standardized tool of Mangal emotional intelligence inventory and last year annual examination marks of students treated as a learning outcome. The findings of the study revealed that emotional intelligence was positively correlated with learning outcome of senior secondary school students. Gender does not influence the emotional intelligence and learning outcome of senior secondary school students. The findings of the research inferred that secondary school students those studied in schools of urban locality in Bhopal district of Madhya Pradesh State have better emotional intelligence and learning outcome than their counterparts' students of schools of rural areas.

Bakhshi (2016) ^[3] conducted a study entitled as "Emotional Intelligence in Relation to Academic Achievement of Secondary School Students". A sample of 160 (80 Male and 80 Female) secondary school students were selected for data collection. The tool of emotional intelligence developed by Dhar, Hyde and Pethe (2002) was used to measure emotional intelligence and previous class score was used to measure academic achievement. Mean, SD, t-test and Pearson Product Moment Correlation statistical techniques were used. Finding revealed that no significant gender differences existed in emotional intelligence among students.

Garg & Singh (2016) ^[5] conducted a study entitled as "Emotional intelligence of high school students". The purpose of the study was to examine gender, location and type of school differences on emotional intelligence. A sample of 400 high school students was selected. They were administered by EKTA tests of emotional intelligence. The

findings of the study showed that sex differences were not there on any aspects of emotional intelligence. But differences existed between rural and urban school students and rural students had a higher level of emotional intelligence. The students of Government and Private schools also did not differ on almost all aspects of emotional intelligence.

Rani (2017) [17] conducted a study entitled as “Emotional Intelligence among Senior Secondary School Students in Relation to their Gender, Type of School and Academic Achievement”. The sample of 300 senior secondary school students was randomly selected from eight senior secondary schools in Rohtak district. The findings revealed that no significant difference existed in mean scores of emotional intelligence among senior secondary school students in relation to their gender and type of school but significant difference was found in mean scores of emotional intelligence among high achievers and low achievers.

Objectives of the study

- To study the emotional intelligence of adolescent students.
- To study the difference in different dimensions i.e., Self-Awareness, Self-Management, Social Awareness Self-Assessment, Relationship Management and Self-Regulation of Emotional intelligence of adolescent students with respect to gender.

Hypotheses

There is no significant difference in different dimensions i.e., Self-Awareness, Self-Management, Social Awareness Self-Assessment, Relationship Management and Self-Regulation of emotional intelligence of adolescent students with respect to gender.

Rationale of study

Researches in brain-based learning recommend that emotional health is a fundamental requirement for effective learning. According to a report from the National Centre for Clinical Infant Programs, the most critical component for a student’s success in school is an understanding of how to learn from “Emotional Intelligence” by Daniel Goleman. Emotional Intelligence helps the adolescent students to increase their emotional Self-Awareness, Self-Management, Social Awareness Self-Assessment, Relationship Management and Self-Regulation and increase tolerance, increase trust and integrity, improve relations within and

across the school and society and thereby increase the performance of each adolescents.

Methodology

The present research was mainly descriptive in nature and revolved around addressing objectives like assessment of level of emotional intelligence amongst the adolescent’s students, to find the important factors that are responsible for emotional intelligence. The sample size for the study was 640 subjects and the adolescent boys and girls of state of Haryana were selected by random sampling from four districts (Sirsa, Palwal, Sonapat and Kaithal) of Haryana. Self-made Emotional Intelligence questionnaire used for the study provides a quick profile of the respondents’ Emotional intelligence. It has in all 28 statements, probing respondents’ perspectives on the five-point Likert scale from ‘strongly disagree =1’ to ‘strongly agree =5’. Six constructs of emotional intelligence namely self- management, self-awareness, social awareness, self-assessment, relationship management and self-regulation were used to make an assessment about respondents’ level of emotional intelligence.

Delimitations of the study

- The study was delimited to Haryana State only.
- The study was restricted only to the variable of Emotional Intelligence.
- The study was delimited to adolescent students of Haryana State only.
- The study was delimited to only 640 senior secondary school students.

Tool used

In order to collect the data for the present study self-made emotional intelligence scale was employed by the investigator.

Statistical technique

In order to study the nature of data, descriptive statistics i.e. – Mean, and Standard Deviation were used. For further investigation ‘t’ test was employed.

Analysis and interpretation

The obtained data was analysed by using appropriate techniques. Results and findings are presented in following tables and graph –

Table 1: Differences in the self-management dimension of emotional intelligence between boys and girls adolescent students

| Dimensions of Emotional intelligence | Gender | | | | t-value | p-value |
|--------------------------------------|--------------|-------|---------------|-------|---------|---------|
| | Boys (N-321) | | Girls (N-319) | | | |
| | Mean | S.D. | Mean | S.D. | | |
| Self-Management | 31.25 | 4.952 | 31.10 | 4.111 | 0.422** | 0.673 |

The results presented in Table 1 revealed that no significant difference exists in the self-management between boys and girls adolescent students. This implies that boys students (M

= 31.25; SD = 4.952) did not have significantly higher emotional intelligence scores than the girls students (M = 31.10; SD = 4.111).

Table 2: Differences in the Self-Awareness dimension of emotional intelligence between boys and girls adolescent students

| Dimensions of Emotional intelligence | Gender | | | | t-value | p-value |
|--------------------------------------|--------------|-------|---------------|-------|---------|---------|
| | Boys (N-321) | | Girls (N-319) | | | |
| | Mean | S.D. | Mean | S.D. | | |
| Self-Awareness | 30.98 | 4.807 | 31.06 | 3.894 | 0.226** | 0.821 |

The results presented in Table 2 revealed that no significant difference exists in the self-awareness between boys and girls adolescent students. This implies that boys students (M

= 30.98; SD = 4.807) did not have significantly higher emotional intelligence scores than the girls students (M = 31.06; SD =3.894).

Table 3: Differences in the Social Awareness dimension of emotional intelligence between boys and girls adolescent students

| Dimensions of Emotional intelligence | Gender | | | | t-value | p-value |
|--------------------------------------|--------------|-------|---------------|-------|---------|---------|
| | Boys (N-321) | | Girls (N-319) | | | |
| | Mean | S.D. | Mean | S.D. | | |
| Social Awareness | 12.16 | 1.912 | 12.11 | 1.702 | 0.322** | 0.748 |

The results presented in Table 3 revealed that no significant difference exists in the Social Awareness between boys and girls adolescent students. This implies that boys students (M

= 12.16; SD = 1.912) did not have significantly higher emotional intelligence scores than the girls students (M = 12.11; SD =1.702).

Table 4: Differences in the Self-Assessment dimension of emotional intelligence between boys and girls adolescent students

| Dimensions of Emotional intelligence | Gender | | | | t-value | p-value |
|--------------------------------------|--------------|-------|---------------|-------|---------|---------|
| | Boys (N-321) | | Girls (N-319) | | | |
| | Mean | S.D. | Mean | S.D. | | |
| Self-Assessment | 11.31 | 2.332 | 11.05 | 2.261 | 1.456** | 0.146 |

The results presented in Table 4 revealed that no significant difference exists in the Self-Assessment between boys and girls adolescent students. This implies that boys students (M

= 11.31; SD = 2.332) did not have significantly higher emotional intelligence scores than the girls students (M = 11.05; SD =2.261).

Table 5: Differences in the Relationship Management dimension of emotional intelligence between boys and girls adolescent students

| Dimensions of Emotional intelligence | Gender | | | | t-value | p-value |
|--------------------------------------|--------------|-------|---------------|-------|---------|---------|
| | Boys (N-321) | | Girls (N-319) | | | |
| | Mean | S.D. | Mean | S.D. | | |
| Relationship Management | 7.72 | 1.492 | 7.62 | 1.382 | 0.898** | 0.370 |

The results presented in Table 5 revealed that no significant difference exists in the Relationship Management between boys and girls adolescent students. This implies that boys

students (M = 7.72; SD = 1.492) did not have significantly higher emotional intelligence scores than the girls students (M = 7.62; SD =1.382).

Table 6: Differences in the Self-Regulation dimension of Emotional intelligence between boys and girls adolescent students

| Dimensions of Emotional intelligence | Gender | | | | t-value | p-value |
|--------------------------------------|--------------|-------|---------------|-------|---------|---------|
| | Boys (N-321) | | Girls (N-319) | | | |
| | Mean | S.D. | Mean | S.D. | | |
| Self-Regulation | 16.30 | 2.554 | 16.37 | 1.928 | 0.396** | 0.692 |

The results presented in Table 6 revealed that no significant difference exists in the Self-Regulation dimension between boys and girls adolescent students. This implies that boys

students (M = 16.30; SD = 2.554) did not have significantly higher emotional intelligence scores than the girls students (M = 16.37; SD =1.928).

Table 7: Differences in the Overall Emotional Intelligence between boys and girls adolescent students

| Dimensions of Emotional intelligence | Gender | | | | t-value | p-value |
|--------------------------------------|--------------|--------|---------------|--------|---------|---------|
| | Boys (N-321) | | Girls (N-319) | | | |
| | Mean | S.D. | Mean | S.D. | | |
| Overall Emotional Intelligence | 109.73 | 15.304 | 109.31 | 11.768 | 0.385** | 0.700 |

The results presented in Table 7 revealed that no significant difference exists in the Overall Emotional Intelligence 15.304 between boys and girls adolescent students. This implies that boys students (M = 109.73; SD = 4.807) did not have significantly higher emotional intelligence scores than the girls students (M = 109.31; SD =11.768).

Intelligence among senior secondary school Students in relation to their Gender.

Educational implications

Efforts can be made by teachers and parents both in developing emotional intelligence skills in the less emotionally intelligent group so that they can have better control over their emotions. This can be done by starting emotional literacy classes in schools or by reforming the curriculum in such a way that the requisite emotional skills can be taught to them while teaching other subjects like Maths, English and student start taking interest in the same.

Findings

No significant difference was found in mean scores of different dimensions i.e., Self-Awareness, Self-Management, Social Awareness Self-Assessment, Relationship Management and Self-Regulation of Emotional

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