

## Emotional Intelligence of secondary school students in relation to their gender

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### Abstract

The present investigation in 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 where boys and 60 where 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 boys and girls, but significant different east and west zone Ahmedabad city. East zone area students high emotional intelligence than west zone area students.

**Key Words:** Emotional Intelligence, Boys, Girls

Emotional intelligence is a dynamic construct influenced by diverse biological, psychological, and social factors. A good deal of research has been conducted on emotional intelligence and it was found to be appearing as an important factor in the prediction of personal, academic and career success. Studies on emotional intelligence with respect to various psychosocial correlates have been found in a variety of fields. Empirical studies investigating the relationship of emotional intelligence with numerous psychological and psychosocial factors were reported by several researchers and simultaneously revealing the significance of emotional intelligence and its beneficial aspects with remarkable contribution in the field of interpersonal relationships, success in work and personal life. Emotions are involved in everything people do: every action, decision and judgment. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. In the course of last two decades, Emotional Intelligence (EI) concept has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life. The overall results of researches suggest that EI plays a significant role in the job performance, motivation, decision making, successful management and leadership. Thus applying EI methodology in higher education can have lots of benefits for students. It not only fulfills their desire but also makes them more efficient in their field. Everyone experiences and relates their feelings and emotions in day to day life. Emotions have valuable information about relationships, behavior and every aspect of the human life around us. The most recent research shows that emotions are constructive and do contribute to enhance performance and better decision making both at job and in private life. There are individuals who behave in an orderly manner and exhibit much matured outlook in words and action in the work situation. The same individuals behave very abnormally at home turning the table upside down exhibiting a different faces altogether. Similarly, individuals who behave abnormally at work place turn to be docile, submissive and silent at home. There are occasions when people from disturbed backgrounds remain stable and productive, while a segment of people from stable backgrounds display disturbances in their ways of thinking, feeling and behaving. He defines emotional intelligence as, understand oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2001). It focuses on (1) a group of emotional and social abilities, including the ability to be aware of, understand, and express oneself, and the ability to be aware of, understand, and relate to others, (2) the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997). Bar-On mentioned that emotional intelligence develops over time and that it can be improved through training, programming and therapy (Bar-On, 2004). Goleman's (1998) first model of emotional intelligence identified five domains, or dimensions, of emotional intelligence encompassing twenty-five competencies. Three dimensions, self-awareness, self-regulation, and motivation, described personal competencies related to knowing and managing emotions in one's self. The remaining two dimensions, empathy and social skills, described social competencies related to knowing and managing emotions in others. As Goleman refined his model, the self vs. others distinction would remain an important dimension of his emotional intelligence. Emotional Intelligence refers to the ability to manage one's emotional mind with intelligence in every facet of life. It is a set of abilities that individuals have to process emotion-laden information competently. In other words, it is a form of intelligence relating to the

emotional side of life, such as the ability to recognize and manage one's own and others' emotions, to motivate oneself and restrain impulses, and to handle interpersonal relationships effectively.

Bar-On (2005) explored the concept and calls it Emotional-Social intelligence. It is “a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand other and relate with them, and cope with daily demands.” Goleman (1998) defines Emotional Intelligence as the “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships” Singh, S.K (2003) proposed three dimensions of Emotional Intelligence. He defines EI as “the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions – emotional 22 competency, emotional maturity and emotional sensitivity – which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior” Srivastava and Bharamanaikar in 2004 examined leadership effectiveness with a unique population of 291 Indian army officers. EI was measured using a self-report measure, the Work Profile Questionnaire Emotional Intelligence version (WPQei) and Leadership style was measured by the 5x-short version of the Multifactor Leadership Questionnaire (MLQ). Perceived success of the leaders was measured by a questionnaire developed by Pareek and Rao and job satisfaction was measured by the Job Satisfaction Survey developed by Spector. MLQ was completed by subordinates allowing subordinates to determine the extent that transformational and transactional leadership style was displayed in the leaders. The results significantly supported the connection between leader’s EI and all of the components of the transformational leadership style. Higher EI scores were also found for the contingent reward component of transactional style. EI was not related to job satisfaction, but was related to perceived success. EI was not related to job satisfaction, but was related to perceived success. There was a strong relationship between transformational leadership behaviors and the leader’s self-reports of being innovative, intuitive, self-aware, motivated, socially adept, empathic, and managing emotions. The army officers who rated themselves high on EI also perceived themselves to be more successful in their careers. Koman and Wolff in 2008 conducted a study in military organizations. The objective of this study was to assess the relationship between individual emotional intelligence competencies, team level emotional intelligence, and team effectiveness. 70 team leaders and 73 managers (team leaders’ supervisors) rated team leaders’ emotional intelligence. A total of 349 aircrew and maintenance team members participated representing 81 aircrew and maintenance teams. To assess team leader emotional intelligence, the emotional competence inventory (ECI-2) was administered. Each team leader had 2-14 raters rate their behaviors, with an average of 4.34 ratings completed for every team leader, excluding the self-rating. Team level emotional intelligence was assessed using the Group Emotional Intelligence measure developed by Druskat and Wolff and later refined based on work by Hamme. Team member participants self rated their team’s behavior according to each of the nine ECG norms measured by the instrument. The objective performance rating was calculated from the percentage of goals attained by each team on measures used in respective military organization. Subjective performance measures were gathered from upper level officers who had observed multiple teams within the command over time. This study showed that a team leader’s emotional intelligence affects team level emotional competence and team performance through the development of ECGNs. Team leader EI levels were significantly related to performance Wolff and Koman (2007) conducted a study in military organizations. The objective of this study was to

assess the relationship between individual emotional intelligence competencies, team level emotional intelligence, and team effectiveness. 70 team leaders and 73 managers (team leaders' supervisors) rated team leaders' emotional intelligence. A total of 349 aircrew and maintenance team members participated representing 81 aircrew and maintenance teams. To assess team leader emotional intelligence, the emotional competence inventory (ECI-2) was administered. Each team leader had 2-14 raters rate their behaviors, with an average of 4.34 ratings completed for every team leader, excluding the self-rating. Team level emotional intelligence was assessed using the Group Emotional Intelligence measure developed by Druskat and Wolff and later refined based on work by Hamme. Team member participants self rated their team's behavior according to each of the nine ECG norms measured by the instrument. The objective performance rating was calculated from the percentage of goals attained by each team on measures used in respective military organization. Subjective performance measures were gathered from upper level officers who had observed multiple teams within the command over time. This study showed that a team leader's emotional intelligence affects team level emotional competence and team performance through the development of ECGNs. Team leader EI levels were significantly related to performance Boyatzis et al. (2013) concluded in a recent publication in 2013 that emotional and social intelligence competencies have been shown to predict effectiveness in leadership, management and professional jobs in many countries of the world. To be an effective leader, manager or professional, a person needs to understand and skillfully manage his emotions appropriately based on each person or situation and understand the emotional cues of others in order to effectively interact with others.

**Objective of the study:**

The purpose of the present study is to find out the Emotional Intelligence of secondary school students in relation to their gender.

**Hypothesis:**

1. There is no significant difference between Emotional Intelligence of secondary school students in relation to their gender.
2. There is no significant difference between Emotional Intelligence of secondary school students in relation to their area east zone and west zone.

**Method**

**Participants:**

Total 120 secondary school's students were randomly selected from different schools of khultabad and Aurangabad district. Among 120 students. Total 120 students consist of 60 boys and 60 girls students.

**Materials:**

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 Aurangabad District, were randomly selected "Emotional Intelligence Inventory" S.K. Mangal and Shubhra Mangal was given & data was collected. The obtain data form 120 boys and girls were analyzed with the help of mean, SD and 't' test.

## Results & Discussion:

**Table 1: Showing the Mean, SD and 't' value of Emotional Intelligence of secondary school students among boys and girls.**

Variable	No.	Mean	SD	Mean diff	SED	't'	Sig
Boys	60	57.70	10.64	1.6	1.94	0.822	NS
Girls	60	59.30	10.67				

Non significant at 0.05 level.

The above result table No.1 we can see that 't' test was used to know the level of Emotional Intelligence of secondary school students among boys and girls. where boys mean was 57.70 & SD was 10.64 and girls mean was 59.30 & SD was 10.67 and difference between their 't' values was 0.822 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 boys and girls. Thus the null hypothesis, 1 which states "there is no significant difference in the Emotional intelligence level of secondary school students with respects to their Emotional Intelligence" no difference between boys and girls.

**Table 2: The Mean, SD and 't' value of Emotional Intelligence of secondary school students among east zone area and west zone area students.**

Variable	No.	Mean	SD	Mean diff	SED	't'	Sig
E-Zone	60	50.50	4.66	16	1.28	12.502	0.01
W-Zone	60	66.50	8.75				

Significant at 0.01 level.

The above result table No. 2 we can see that 't' test was used to know the level of Emotional intelligence secondary school students among East zone and West Zone. where east zone mean was 50.50 & SD was 4.66 and west zone mean was 66.50 & SD was 8.75 and difference between their 't' values was 12.502 it was significance at 0.05 level. The result shows that there is significant mean difference emotional intelligence of Secondary School Student in east zone students and west zone students. Thus the null hypothesis, 2 which states " There is significant difference in the emotional intelligence level of secondary school students with respects to their emotional intelligence " Here null hypothesis was rejected and result shows that the emotional intelligence is high level of west zone students than east zone students because east zone area students was superior in managing and understanding the emotions of self and Self aware students have a high degree of self confidence and knowledge of their abilities. There are provides good infrastructure, better education, good facilities and so many things.

### Conclusion:

There is no significant mean difference in emotional Intelligence of secondary school students in relation to their gender. There is significant mean difference in emotional intelligence of secondary school students in relation to their area east zone and west zone because east zone area students was superior in managing and understanding the emotions of self and Self aware students have a high degree of self confidence and knowledge of their abilities.

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