



EFFECT OF GENDER DIFFERENCE ON EMOTIONAL INTELLIGENCE LEVEL AMONG SCHOOL STUDENTS

*Pooja Verma,

** Tarannum Sayeed Ansari

*S.Y.B.Ed, Aishabai College of Education***Abstract:**

The idea that is currently gaining attention from the general public, professionals, and scholars is emotional intelligence. The general population is of the opinion that social and Emotional Intelligence are just as significant as the more conventional traits of intelligence and personality. Males and females are thought to have varied emotional intelligence, the intelligence that leads to success. The present study was attempted to determine whether students from different genders are different in emotional intelligence. The data from 136 school students was collected and the results reflected those Male students had a higher level of Emotional Intelligence as compared to Females.

Keywords: Emotional Intelligence, Higher Secondary Students, Gender Difference

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Introduction:

We live in a fast paced world and are constantly facing challenges. It is undeniable that we live in a competitive world where students are expected to perform multi roles effectively, hence it becomes important to provide them with the best possible education so that they realise their true potential and face these challenges. The proposed New Education Policy focuses on improving the quality of education that can make the students emotionally intelligent. To help students to have a better professional and personal life it becomes imperative to offer them skills that help in developing their emotional knowledge. The topic of Emotional Intelligence has witnessed unparalleled interest in both popular literature and within academia. Programs designed to increase emotional intelligence have been implemented in numerous settings, and courses on developing one's Emotional Intelligence have been introduced in organisations, universities, schools and other institutions.. As is the case with all other constructs (i.e. intelligence, leadership, personality etc.), several schools of thought exist which aim to accurately describe and measure the notion of emotional intelligence. At the most general level, Emotional Intelligence (E.I.) refers to the ability to recognize and regulate emotions in ourselves and others (Goleman, 2001)

Emotional Intelligence (EI) is a social aptitude that involves the ability to monitor others feelings including one's own feelings and sensations to discriminate among them and to use the information to provide guidance to one's own operations and thinking (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). Emotional Intelligence allows an individual to think more creatively and to use emotions to solve problems. Emotional Intelligence probably overlaps to some extent with general intelligence. The emotionally intelligent person is Skilled in four areas: Identifying emotions, using emotions, understanding emotions, and regulating emotions. The primary purpose of the research is to empirically examine Emotional Intelligence as it Relates to work experience and academic performance. In addition to that, being emotionally intelligent does not only help students to learn better but it also determines their career success, especially



for those who want to embark into a profession that requires high level of emotion-related competence, such as teaching. Teaching is high in emotional labour (Hochschild, 1983, as cited in Kremenitzer and Miller, 2008). When students learn to use the emotional and rational part of their brains they not only use the emotional part to expand the range of their choices while responding to new events but also factor emotional memory into their decision making. This will help prevent students from not repeating their mistakes. Teachers play a vital role in shaping the future of the students which in turn helps in shaping the behaviour of future citizens. Yoga and Meditation can help in improving emotional intelligence among teachers and students and hence the educational institution should consider including them in the curriculum as development of Emotional Intelligence can help in inculcating and developing emotional skills among the students.

The modern concept of Emotional Intelligence is in itself a youthful one. There is still a lot left to discover exactly what Emotional Intelligence encompasses and how it could be applied most effectively. Therefore, due to the many claims on the influence of Emotional Intelligence on academic and occupational success, this study aims to find out the level of Emotional Intelligence among the students of the Education Faculty. Since the respondents are future educators who will join the teaching profession in the near future, it would be insightful to find out how emotionally intelligent they are. Emotional Intelligence enables one to use their emotions which can help to solve problems and live life more productively. Higher the Emotional Intelligence among higher secondary students will help them to lead a healthier life. It will make them more employable and help them have better relations with other students. Hence the aim to conduct this study on Emotional Intelligence of higher secondary school students is to enhance the level of emotional competency among students of higher secondary school.

Literature Review:

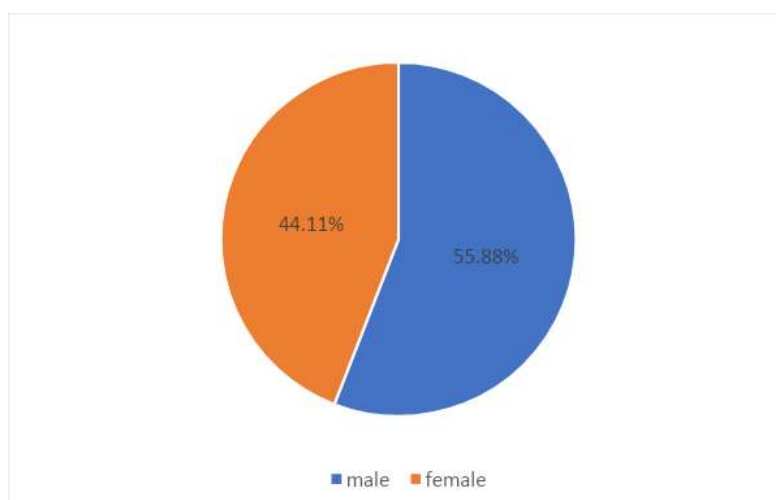
In the recent field of research on Emotional Intelligence it is found that EI is closely linked to gender and this fact is detected in childhood, adolescence and adulthood also. Grossman and Wood (1993) discovered that while there were no differences in the categories of self-reported emotions, women rated their own feelings as being more intense than men did. Goleman (1998) claims that there are no differences in Emotional Intelligence between men and women, while acknowledging that they may have different profiles of strengths and weaknesses in various areas of emotional intelligence. But according to research by Mayer and Gehar in 1996, Mayer Caruso and Salovey in 1999, and more recently Mandell and Pherwani (2003), women are more likely than males to perform better on tests of Emotional Intelligence in both professional and personal contexts. Studies by Babu and Rath (2007), Mathur et al. (2005), Pandit (2004), and Bar-On (2000) found no differences in Emotional Intelligence between men and women. Another strategy in this regard is to find out whether or not there is a gender gap based on the type of evaluation tool being used, such as performance measures or self-reports. Katy and Awasthi (2005) did a study to determine whether there were gender differences among Chandigarh public school pupils in the xth standard. The study's findings showed that the majority of boys, girls, and the sample as a whole had strong emotional intelligence, followed by low emotional intelligence. Further analysis of the results showed that girls and boys both possess higher levels of emotional intelligence, although this difference between the two means was minor. Researchers are particularly interested in examining how Emotional Intelligence differs between genders. Researchers have discovered that girls' Emotional Intelligence is significantly higher than men's (Bhosle, 1999; King, 1999; Sutarso, 1999; Wing and Love, 2001; Singh 2002). In contrast, a study by Chu (2002) found that boys have stronger Emotional Intelligence than girls. Above studies show controversies in results. In some studies females score higher than males, some studies show vice-versa and some studies do not tend to gender differences in emotional intelligence.

Methodology and Sample of the Study:

A Descriptive survey was carried out in order to study the level of Emotional Intelligence among the IX and X standard school students. Convenient sampling technique was used for data collection. For the purpose of this study data was collected from 100 students. Emotional Intelligence scale designed by Salovey and Mayer (1990) was used to collect data students which was scored on a 5 point rating scale from strongly agree Agree, Neutral, Disagree to Strongly Disagree. Out of 33 questions, 30 questions are positively scoring and 3 questions (5, 28, 33) are negatively scoring. Out of total students 60 are girls (female) and 76 were boys (male). The following table depicts the sample size.

Table 1.1: Sample Size for Present Study

	N	Percentage
School Students	136	100
Females	60	44.11
Males	76	55.88

**Figure 1.1: Pie-Chart Depicting Students from IX and X Standard for Present Study**

The total sample consisted of 136 students out of which 55.88% students were male and 44.11% students were female.

Scope of the Study:

The proposed study was conducted and the data was collected from IX and X standard students from Private English Schools only. The present study took the level of students towards emotional intelligence. The data was obtained to SSC and ICSE school boards, other school boards like CBSE, IGCSE, IB etc were not considered. The effect of Gender was studied on Emotional Intelligence, other variables affecting EI like urban-rural, working status of mother-father, cultural intelligence, self-efficacy, self-concept, etc were not considered. Total Emotional Intelligence Level was considered, dimensions were excluded.

Hypothesis Testing and Interpretation of Data:

1. There is no significant difference in level of Emotional Intelligence among Higher Secondary School Students.
2. There is no significant difference in level of Emotional Intelligence among Higher Secondary School Students based on Gender.

Table 1. 2: Relevant Descriptive Statistics

	Mean	Median	Mode	SD	Skewness	Kurtosis
All Students	106.76	108.50	101	15.07	-0.69	0.42

The above table shows relevant descriptive statistical measures that were used to test Hypothesis 1

Hypothesis 1: The Mean of Higher Secondary School Students was found to be 106.76, Median was found to be 108.50, Mode was found to be 101 and standard deviation was found to be 15.07 therefore the distribution is negatively skewed. The skewness is found to be -0.69. The kurtosis is found to be 0.42 which is positive and thus the distribution is Leptokurtic.

Table 1.3: Inferential Data Analysis

	N	Mean	t value	p value	LoS
Female Students	60	103.8	2.06	0.041	S
Male Students	76	109.8			

The above table shows relevant inferential statistics used to test Hypothesis 2.

Hypothesis 2: The t value of all male and female students was found to be 2.06 and the p value was found to be 0.041 which is less than 0.01 and 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is a significant difference in the level of Emotional Intelligence based on gender. The Mean score for Male School Students was found to be 109.8. Therefore, Male students has more Emotional Intelligence than Female student's.

DISCUSSION AND CONCLUSION

The findings of the current study demonstrated a significant difference in Emotional Intelligence level based on gender differences. In gender difference Male students are seen to be highly significant ($P < 0.01$) than Female. In Studies undertaken in Africa, East Asia (Singapore, China, and Japan), Europe, and the United States, in addition to the current study, have almost all revealed male overestimation and female underestimating of their EILumley, Gustavson, Partridge, and Labouvie-Vief, 2005; Zhang and Gong, referenced in Petrides, Furnham, and Martin, 2004; Brackett & Mayer, 2003; Brackett et al., 2006; Male police officers performed much better than female police officers on a self-report measure in a study of police officers in Ibadan, Nigeria (Olugbemi & Bolaji, 2016). British participants also shown that men tend to overestimate emotional intelligence while women prefer to underestimate it (Szymanowicz & Furnham, 2013).

There is a considerable difference between men and women on various subscales of emotional intelligence, such as assertiveness, independence, stress tolerance, and impulse control, according to a study on the subject (Kaneez, 2006). The results showed that there is a sizable disparity between the mean scores of the male and female participants. This indicates that men are more forceful, aware of themselves, independent, and able to manage situations better than women. Men are typically known for their independence, impulsivity, and boldness. The fact that men are a powerful group in our culture is one of the causes of this.

The fundamental tenet of individual differences is the foundation of psychology. However, no two people are alike genetically or physically. We refer to a person's individuality as their personality. Our physical and social environment has an impact on our personality and behaviour. In other words, our physical and social experiences have an impact on each personality trait. Children of both sexes had various experiences. As a result, it has been discovered that gender has a significant impact on emotional intelligence.

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