



EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND MANAGEMENT

G Ravindar

Ph.D Research Scholar

Faculty of Education, Osmania University, Hyderabad

Abstract

Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others. When you understand how they feel, will allow you to manage relationships more effectively. Although a person's feelings cannot be observed directly by others but they can be inferred from his/her overt behaviour and verbal report of his/her introspection. To produce an emotion, a stimulus situation must be related to past experience and seen as having implications in the future. The present study was conducted on 600 students from Hyderabad and Medchal districts of Telangana State. The result reveals that there was a significant difference in emotional intelligence in relation to their gender and management among students.

Keywords: Emotional Intelligence, Gender, Management.

Introduction

Education plays a major role in the success of students in each and every aspect of the discipline. Education provides the platform to each and every student to enhance their skills, prepare them physically, and develop their confidence levels. The students come from various back grounds like rural & urban. The students at this stage feel lots of problems like lack of communication skills, stage fear, not able to cope up with the faculties, lack of participative nature etc., incorporating social and emotional learning programs into colleges can be challenging, as programs must address a variety of topics in order to be successful.

Emotional intelligence quotient, or EQ, is the new term which is being used more and more in the human resources departments and it is also making its journey towards the executive board rooms. This article will give essential information on what EQ is how it is different from personality, and how it has proven to impact the rural and urban students in their academic performance. Emotional Intelligence (EQ) is the emerging concept. There is a controversial question arising from many researchers whether the EI can be learned and taught and whether this EI will help the students' to succeed in school and in life. EI is the concept which is very practical in nature and seems to be very essential for the development of the human life. The researchers still believe in the philosophy that intelligence and success are proportional to one another but now they are not viewed in the same way. The results of the students are not because of the deviations from the basics. The present day focus the success of the student not only on their reasoning capacities as well on the self-awareness, emotions, and interpersonal skills.

The term emotional intelligence was coined by Salovey and Mayer (1990). Is the ability to perceive, understand and control our emotions and those of others, and use them to guide our thoughts and emotions so that it is beneficial to the individual and the environment to which he or she belongs. In an organization when an employee feels the presence of a threatening situation, he/she may handle it in either of two ways. He/she may be confident of his/her ability to handle the situation and may see it as a challenging opportunity to prove himself/herself or experience fear. Thus, our appraisal of situation and subsequent emotions are strongly influenced by our own estimate of capabilities. The emotions aroused depend so much on the events themselves, as on how they are appraised. Emotional intelligence is scientifically proved that the success of individuals work is 80 percent dependent on emotional intelligence and only 20 percent on intelligence Quotient. The present emotional intelligence scale is very useful for the purpose to assess emotional intelligence of adults. It helps them to develop adjustment.

Emotional intelligence is, perceiving ours and others emotions, understanding them and use in our thought and action. Following are some of the definitions of emotional intelligence given by renowned psychologists.

Salovey and Mayer (1990) conceptualized the term emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own others feelings and emotions, discriminate among them and to use information to guide one's thinking and action.

Geetu Bharwaney (2001) being emotionally intelligent involves tuning into emotion, understanding them and taking appropriate action.

Dr. David Caruso (2000) emotional intelligence is the ability to use your emotions, to help you solve problems and live a more effective life. Emotional intelligence without intelligence and intelligence without emotional intelligence is only part of a



solution. The complete solution is the head working with the heart.

Dr. Reuven Bar-On (1997) emotional intelligence is an array of emotional, personal and social abilities which influence one's overall ability to cope effectively with environmental demands and pressure. Dalip Singh an Indian perspective. Emotional intelligence is 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 Competency, Emotional Maturity and Emotional Sensitivity which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.

Models of Emotional Intelligence

Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim, it is an inborn characteristic. Many psychologists tried to explain the nature and characteristics of emotional intelligence through models. Models of emotional intelligence have been developed on three aspects that is, ability, traits and mixed model of emotional intelligence.

- ✦ Ability model of emotional intelligence describes emotional intelligence as the 'ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use the information to guide one's thinking and actions. Mayer & Salovey, Dr. Peter Jordan and Schutle have given ability model of emotional intelligence.
- ✦ Traits model of emotional intelligence viewed emotional intelligence and included non-cognitive competencies such as self-esteem, self-actualization, general mood, and general well-being. As expected, measure based on trait approaches to emotional intelligence does not correlate highly with measure of intelligence. However, they strongly correlate with personality measures, leading constructors to refer to this approach as emotional intelligence –as- personality. Petridis and Furnham developed traits model of emotional intelligence.
- ✦ Mixed model of emotional intelligence is a combination of ability model and traits model of emotional intelligence. The mixed model denotes the idea that emotional intelligence assesses aspects of personality and cognitive intelligence in addition to the emotional intelligence. Ben Palmer and con Stough developed mixed model of emotional intelligence.

Objectives

1. To find the Emotional Intelligence among secondary school students in relation to their gender.
2. To find the Emotional Intelligence among secondary school students in relation to their management.

Hypothesis

1. There will be no significant difference between Emotional Intelligence among secondary school students in relation to their gender.
2. There will be no significant difference between Emotional Intelligence among secondary school students in relation to their management.

Sample of the Study

The sample consisted of 600 secondary school students from Hyderabad and Medchal districts of Telangana State, India.

Selection of students: Random Sampling Technique was used to select schools for the study. 20 Secondary schools were selected. From each school, 30 students (15 Boys and 15 Girls) were selected through proportionate stratified sampling technique. Thus, 300 students were selected from government and 300 from private schools, the total student sample selected was 600 students.

Table 3.2 showing selection of students Management wise

Management Area	Boys	Girls	Total
Government	150	150	300
Private	150	150	300
Total	600		

Tool of the Study

Emotional Intelligence Scale was developed by P. Srinivasan / K. Murugesan (2013).

This scale consists 40 items divided into four Dimensions:

- (i) Self-Awareness,
- (ii) Social Awareness,



- (iii) Self-Management,
- (iv) Relationship Management.

Reliability and Validity

The reliability of the scale was established by the split half method and cronbach’s alpha method. The reliability split half method calculated was found to be 0.62.

The intrinsic validity of the test is 0.82 which determines that the tool was highly valid.

Analysis and Interpretation

Hypothesis – 1: There will be no significant difference between Emotional Intelligence among secondary school students in relation to their gender.

Table 1: Showing secondary school students emotional intelligence gender wise

Emotional Intelligence	Gender	N	Mean	SD	t	Sig.	Df
	Boys	300	170.18	25.41	3.624	.05*	1, 598
	Girls	300	174.35	30.28			
	Total	600	172.26	27.84			

From the above table, out of the total of 600 students, 300 were boys and the remaining 300 were girls. It is evident from the above table that 50% of the students were boys and 50% were girls. The standard deviation was found to be 25.41 for boys while for girls was 30.28. The mean score obtained for boys was 170.18 and girls was 174.35. The obtained t value 3.624 with a df of 1 and 598 was found to be statistically significant at 0.05 level of significance. It was clear from the above table that t value for students with emotional intelligence came out to be 3.624, which was statistically significant at 0.05 level of significance.

Based on the mean scores, it may be inferred that, girls were better than boys in emotional intelligence and it was statistically proved.

Hence the hypothesis 1, which states that ‘There exists no significant difference in emotional intelligence among student teachers in relation to their gender’, is **rejected**.

Hypothesis – 2: There will be no significant difference between Emotional Intelligence among secondary school students in relation to their management.

Table 2: Showing secondary school students emotional intelligence management wise

Emotional Intelligence	Management	N	Mean	SD	t	Sig.	Df
	Government	300	170.12	35.83	1.431	0.88	1, 598
	Private	300	172.73	24.51			
	Total	600	171.42	30.17			

From the above table, out of the total of 600 student teachers, 300 were from government management and the remaining 300 were from private management. It is evident from the above table that 50% of the students were from private schools and other 50% were from government schools. The mean score obtained for government student was 170.12 and private students was 172.73. The obtained t value 1.431 with a df of 1 and 598 was found to be statistically not significant.

Based on the mean scores it may be inferred that private students were better than government students in emotional intelligence.

Hence the hypothesis 2, which states that ‘There exists no significant difference between Emotional Intelligence among secondary school students in relation to their management’, is **accepted**.

Findings

1. Among secondary school students girls were better than boys in emotional intelligence.
2. Private students were better than government students in emotional intelligence.

Conclusion

Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also. Emotional intelligence



(otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. The present study focused on the emotional intelligence of secondary students in relation to their gender and management. The result reveals that there was a significant difference in emotional intelligence of secondary school students with respect to gender and management.

References

1. Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behaviour and outcomes. *Journal of Managerial Psychology*, 18(8), 788-813.
2. Caruso, D.R. & Mayer, J.D., Salovey, P. (2000). Models of Emotional intelligence. In R.J. Sternberg (Ed.), *The handbook of intelligence* (pp.396-420). New York: Cambridge University Press.
3. Dalip Singh (2006). *Emotional Intelligence at work* (3rd ed.) New Delhi: Response Books.
4. Daniel Goleman (1995). *Emotional Intelligence: Why it can Matter More than IQ*. New York: Bantam Books.
5. Daniel Goleman (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
6. Dawson, Catherine, 2002, *Practical Research Methods*, New Delhi, UBS Publishers
7. Downie, N.M and Health, R.W (1970). *Basic Statistical Methods*, New York: Harper and Row.
8. Dubey Ruchi (2007). *A Relationship between Emotional Intelligence and Academic Achievement of Undergraduate Student Teachers*.
9. Jerrel C. Cassady and Mourad Ali Eissa (2008) "Emotional Intelligence – Perspectives on Educational and positive Psychology", Peter Lang Publishing, Inc. New York.
10. John W. Best and James V. Khan, 1999 "Research in Education", Prentice Hall of India (P) Limited, New Delhi.
11. Jung, C. (1923). *Psychological types*, London: Routledge & Kogan Paul.
12. Kothari, C.R., 1985, *Research Methodology- Methods and Techniques*, New Delhi, Wiley Eastern Limited.
13. Kuhlmann, F. (1939). *Tests of Mental Development*, Minneapolis; Educational Test Bureau.
14. Kumar, Ranjit, 2005, *Research Methodology-A Step-by-Step Guide for Beginners*, (2nd.ed.), Singapore, Pearson Education.
15. Mayer, J. D., & Salovey, P. (1997). *What is emotional intelligence?* New York: Basic Books.
16. Michael, A. (2005). *Diagnosis in modern education*. Damascus: Damascus University Press
17. Spearman, C. (1927). *The Abilities of Man*, New York: MacMillan.
18. Srinivasan P and Murugesan K (2013). *Manual for Emotional Intelligence Scale*. Agra: National Psychological Corporation.