



EMOTIONAL INTELLIGENCE AMONG ADOLESCENT STUDENTS

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Abstract:

Nature presents humans with emotions. Emotions contribute to success. A person possessing the ability to conquer and handle emotions in a desirable manner is considered to attain success in future endeavours. Emotions are involved in every exercise. Emotional Intelligence has become a crucial framework to accomplish personal as well as professional goals and success. It has also become a topic of concern and interest for various researchers and psychologists. Emotionally Intelligent people are able to diagnose their potentials and apply it in personal and professional lives. The present study investigated Emotional Intelligence among Secondary School Students and Junior College Students. A sample size of 110 adolescent students was taken out of which 65 were Female students and 45 were Male students. Results indicated that Female students had a higher level of emotional intelligence than their male counterparts.

Keywords: Emotional intelligence, Adolescents, Secondary School Students, Junior College Students.

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Introduction

Humans are rendered with emotions and feelings that are consequential mediums to mark success. To study and explore these emotions multiple psychologists have acquainted with multiple researches. Gardner defines intelligence as a “biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (Gardner, 2000, p.28). Emotional Intelligence (EI) is a typical social aptitude that involves the ability to monitor one’s own and other’s feelings and sensations to discriminate among them and to use the information to guide one’s own thinking and operations (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5).

Emotions and information primarily start with the brain. When information is grasped knowledge or skills are achieved or developed. Our thought process regulates how we feel or behave and vice versa. when we are generated towards positive feedback ,the result prompts us to be positive and we act accordingly. When we are generated towards negative feed in then we do not get provoked to learn further resulting in subjugation of acquisition of knowledge. Contradictory emotions can be the cause or the effect of obstacles with teaching (Candy Lawson, n.d.). Earlier IQ (intelligence quotient) used to measure and proclaim the “success” of a student but over the years the criteria of conventional measurement of “success” has changed and it has been perceived that the criteria of



“success” has been shifted to EI. EI is one such factor that is instrumental in situations that call upon students to adjust happily from one environment to another (Hettich, 2000). Emotional intelligence skills are pivotal for humans to excel in every aspect of life. It subjugates the negative perceptions and brings about immaculate performances from the students. Emotional intelligence (EI) refers to the ability to identify, control, and gauge emotions. Some researchers suggest that emotional intelligence can be learned and occupied, while others claim it's an innate characteristic. The success criteria for an individual is to handle the stress and turmoil effectively while being exposed to challenges phased in every aspect of life.

Secondary school level phase is a crucial phase of education. It serves as a connection between elementary and higher education. Apart from instilling the roots of education it also supervises a student to choose a bright future. In this phase of educational life students are facing many challenges physically as well as mentally. If a student has good emotional quotient then he would be able to cater and handle out the situations in a fruitful and desirable manner. But if an individual fails to adopt the emotional factors in the surrounding, then it could lead to failure in many aspects of life. Emotions regulate an individual's behaviour at every step of life. Now it's been extensively contemplated that EI is pivotal in job satisfaction, problem solving, critical thinking etc. It has been scrutinised that inclusion of EI is necessary for students to overcome stress and achieve better academic performance. EI is also fruitful for post academic life.

Literature Review

Nasir and Masur (2010) recorded that emotional intelligence vastly read academic performance among the 132 scholars in colourful departments of International Islamic University, Islamabad (IIUI). Also during a study by Rozell, Pettijohn, and Parker (2002), they devised a positive relationship between emotional intelligence and CGPA of undergraduate scholars of Mid-Western University. Farooq (2003) identified that scholars with better emotional intelligence observed advanced academic performance than the scholars with low emotional intelligence after probing on 246 Pakistani youths. Adeyemo (2007) delved into Nigerian university scholars; the results revealed essential connections between emotional intelligence and academic tone efficiency with academic performance. Sünbül and Aslan (2008) conversely declared the correlation between emotional intelligence and academic performance among 312 Education scholars in Konya, Turkey. Parker and others (2005) estimated the impact of emotional intelligence on the positive transition from high academy to council. Results revealed that academically successful scholars had vastly advanced situations of several different emotional and social capabilities. These results recommend that emotional intelligence show an essential part in the successful transition from high academy to council.

The stereotype of girls being the more “emotional” sex survives to the present day and ladies tend to possess a foothold over men when it involves basic skills for a happy and successful life (Sanchez-Nunez, 2008). Also women differ from men. For example, if the other person is unsettled, or the emotions are disturbing, women's brains tend to reside with those feelings. But men's brains do something else: they sense the emotions for a flash, then tune out of the emotions and switch to other brain areas that attempt to solve the problem that's creating the



disturbance. Thus women's complaint that men are pass over emotionally, and men that women are sentimental—it's a brain difference (Goleman, 2014).

Kovach (1999)'s findings recorded that girls and boys are convincingly different in four areas of learning strategies, provocation, test strategies, study aids, and anxiety. The difference between males and ladies where overall EI was concerned was inharmonious in different corridors of the earth. Overall, EI and gender was discovered to hold a mean correlation of 0.17 with ladies scoring above males and ladies holding advanced emotional and interpersonal chops than males in the United States (Van Rooy, Alonso, and Viswesvaran, 2005). A study carried out in Tamil Nadu, India, discovered that in medical graduates, ladies have advanced IE than males (Chandra, Gayatri, and Devi, 2017) and ladies had advanced mean EI scores among Sri Lankan medical undergraduates (Ranasinghe, Wathurapatha, Mathangasinghe, and Ponnampereuma, 2017). In Delhi, 10th graders, the EI of womanish scholars was concluded to be advanced in comparison with their manly counterparts (Joshi and Dutta, 2014), but in Iran, Zohrevand (2010) plant lower EI in 17-time-old 11th grade academy ladies compared with males from six different sections in Iran Ardebil, Kordestan, Khuzestan, Golestan, Tehran, and Isfahan. In Iran, Domakani, Mirzaei, and Zeraat Pishe (2014) discovered that ladies have lesser overall EI and are more at interpersonal chops, adjustability, and realistic knowledge than males. The global EI scores of ladies were significantly advanced than males (Craig et al., 2009; Harrod and Scheer, 2005; Schutte et al. as cited in Petrides and Furnham, 2000). Studies demonstrated differences between genders in both feathers of EI measures capability and particularity. Nikoopour and Esfandiari (2017) recorded a big difference within the particularity EI of English as a far off Language (EFL) preceptors in Iran, but there was no significant difference in their spiritual, artistic, and social intelligence. Spanish grown-ups revealed that the entire capability EI score also as scores on the four EI branches were suffering from gender, where capability EI was advanced in ladies than males (Cabello, Sorrel, Fernández-Pinto, Extremera, and Fernández-Berrocal, 2016).

Still, in some cases, no clear difference in EI has been plant between the genders (Aquino, 2003; Bar-On, 1997; Bar-On, Brown, Kirkcaldy, and Thome, 2000; Brackett and Mayer, 2003; Brackett, Rivers, Shiffman, Lerner, and Salovey, 2006; Brown and Schutte, 2006; Depape, Hakim-Larson, Voelker, Page, and Jackson, 2006). In a study carried out in the United Kingdom, Arteche, Chamorro-Premuzic, Furnham, and Crump (2008) couldn't find a significant relationship between overall EI and gender in a sample of workers. In a study carried out in Myanmar, no significant difference was plant between the EI of manly and womanish preceptors (Myint and Aung, 2016). It's intriguing to note that males and ladies are statistically analogous in believing that there's a need for learning how to be ungracious, not save an interlocutor's face, at times. Both genders are prepared to learn how to be ungracious in a foreign language and they believe it's necessary (Ahmadi and Heydari Soureshjani, 2011).

A study grounded on the integrative model of Petrides and Furnham's (2001) examined the connections between particularity EI and work-related constructs. Gender specific aspects were espoused in order to take into account gender differences in work related variables as well as in perception of EI (Furnham, 1994; Petrides, Furnham and Martin, 2004). Manly and womanish data has been intermingled by numerous empirical studies indeed though there are reasons to believe that methodical differences in the ways in which the two genders witness the plant and



its demand live (Roxburgh, 1996). Tutoring emotional and social chops is veritably important in seminaries and sodalities. It can affect academic achievement appreciatively not only during the time they're tutored, but during the time that follows as well. Tutoring these chops has a long term effect on achievement (Elias et al., 1991).

Methodology and Sample of The Present Study

A descriptive survey method was used for the present study. The sample was collected using a convenient sampling technique. A questionnaire designed by Nicola S. Schutte, John M. Malouff and Navjot Bhullar (1998) was used to collect data from Secondary School Students and Junior College Students. Total sample consisted of 110 adolescent students, both Male and Female, from secondary school students and junior college students.

Table 1.1 represents the sample for the study and percentage of students selected for the present study.

Table 1.1 Sample size for present study

	N	Percentage	Total
Male Students	45	40.9	110
Female Students	65	59.1	
School Students	69	62.7	110
College Students	41	37.3	
Male School Students	31	44.92	69
Female School Students	38	55.07	
Male College Students	14	34.14	41
Female College Students	27	65.85	

The sample consisted of 40.9 % male adolescents and 59.1% female adolescents' students. Out of the total sample 62.7% were school going and 37.3% were college going. Out of the total school students 44.92% were males and 55.07% were females. Out of total college going students 34.14 % were males and 65.85% were females.

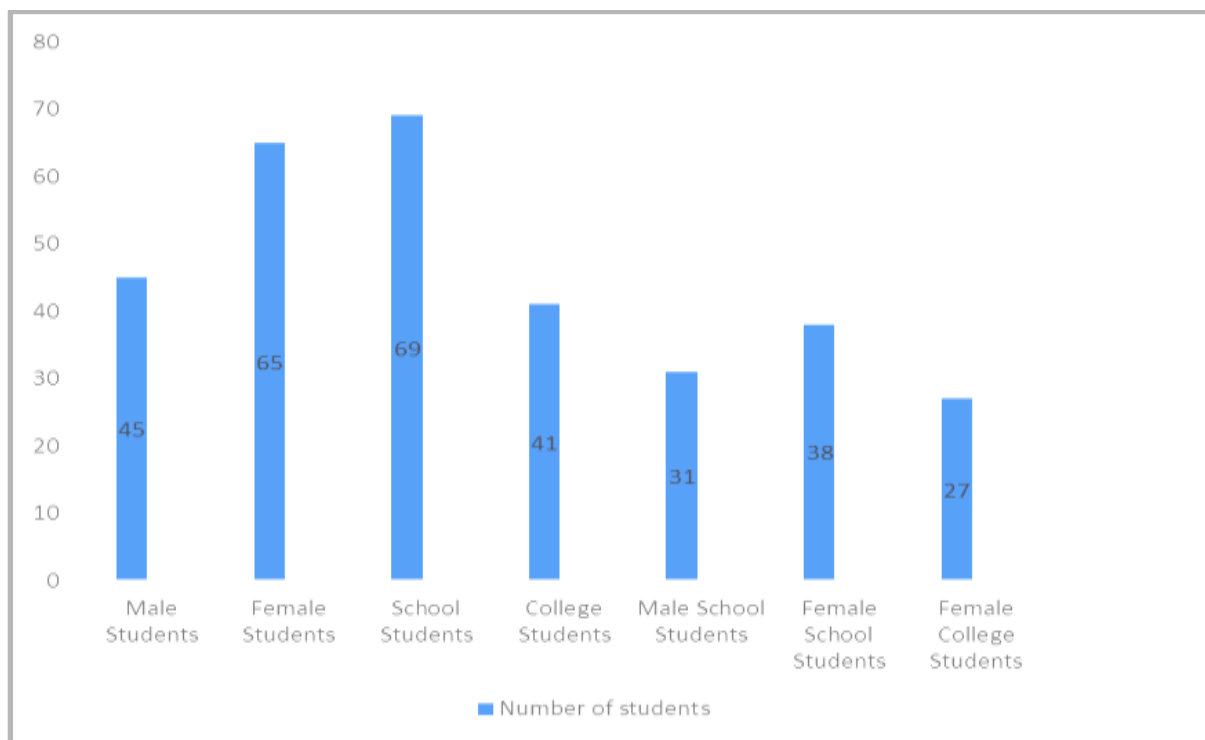


Figure 1.1: Bar Chart Depicting the Sample of the Present Study

The total sample consisted of 110 adolescent students out of which 45 were male and 65 were females, 69 were from secondary school and 41 were from junior college. Among school students 31 were male and 38 were females. Among college students 14 were males and 27 were females.

Hypothesis Testing and Interpretation of Data

1. There is no significant difference in the level of emotional intelligence among adolescent students.
2. There is no significant difference in the level of emotional intelligence among Male adolescent students.
3. There is no significant difference in the level of emotional intelligence among Female adolescent students.
4. There is no significant difference in the level of emotional intelligence among Secondary School Students.
5. There is no significant difference in the level of emotional intelligence among Junior College Students.
6. There is no significant difference in the level of emotional intelligence among adolescent students with respect to gender.
7. There is no significant difference in the level of emotional intelligence among Secondary School Students and Junior College Students.
8. There is no significant difference in the level of emotional intelligence among Male and Female Secondary School Students.
9. There is no significant difference in the level of emotional intelligence among Male and Female Junior College Students.



10. There is no significant difference in the level of emotional intelligence among Male students from Secondary School and Junior College.
11. There is no significant difference in the level of emotional intelligence among female students from Secondary School and Junior College.

Table 1.2 Relevant Descriptive Statistics

	N	Mean	Median	Mode	S. D	Skewness	Kurtosis
Total students	110	121.05	122	133	17.67	-0.91	1.93
Male Students	45	117.17	120	118	20.09	-1.26	1.96
Female Students	65	123.73	125	133	1.90	-0.10	-0.24
Secondary School Students	69	120.73	121	134	17.42	-1.24	3.09
Junior College Students	41	121.58	125	112	18.29	-0.46	0.51

Hypothesis 1, 2, 3, 4 and 5 were tested using descriptive analysis

Hypothesis 1: The mean, median, mode and standard deviation value for all students including secondary school students and junior college students was found to be 121.05, 122, 133 and 17.76 respectively. Skewness was negative and was found to be -0.91. Kurtosis was found to be 1.93 which is positive, hence the data is leptokurtic by nature.

Hypothesis 2: The mean, median, mode and standard deviation value for all male students was found to be 117.17, 120, 118 and 20.09 respectively. Skewness was positive and was found to be -1.26. Kurtosis was found to be 1.96 which is positive, hence the data is leptokurtic by nature.

Hypothesis 3: The mean, median, mode and standard deviation value for all the female students was found to be 123.73, 125, 133 and 1.90 respectively. Skewness was negative and was found to be -0.10 Kurtosis was found to be -0.24 which is negative, hence the data is platykurtic by nature.

Hypothesis 4: The mean, median, mode and standard deviation value for all the school students was found to be 120.73, 121, 134 and 17.42 respectively. Skewness was negative and was found to be -1.24 Kurtosis was found to be 3.09 which is positive, hence the data is leptokurtic by nature.



Hypothesis 5: The mean, median, mode and standard deviation value for all the college students was found to be 121.58,125,112 and 18.29 respectively. Skewness was negative and was found to be -0.46. Kurtosis was found to be 0.51, hence the data is leptokurtic by nature.

Table 1.3: Relevant Inferential Statistics

	No	Mean	t value	p value	LoS
Male Students	45	117.17	1.94	0.05	S
Female Students	65	123.73			
Secondary School Students	69	120.73	0.24	0.81	NS
Junior College Students	41	121.58			
Male Secondary School Students	31	118.29	1.06	0.29	NS
Female Secondary School Students	38	122.73			
Male College Students	14	114.71	1.78	0.08	NS
Female College Students	27	125.14			
Male Secondary School Students	31	118.29	-0.55	0.58	NS
Male College Students	14	114.71			
Female Secondary School Students	38	122.73	-0.62	0.53	NS
Female College Students	27	125.14			

Hypothesis 6, 7, 8, 9, 10 and 11 were tested using inferential analysis.

Hypothesis 6: The t value for all the Males and Females of Secondary School Students and Junior College Students was found to be 1.94. The p value was found to be 0.05 which is equal to 0.05, thus it is significant. Therefore, the null hypothesis is rejected. There is a significant difference in the level of emotional intelligence among male and female adolescent students. The mean score of male students was found to be 117.17 and of female was found to be 12.73. The mean score of female students is greater than that of male, which indicates that female adolescent students have a higher level of emotional intelligence as compared to male students.

Hypothesis 7: The t value for the Secondary School Students as well as Junior College Students was found to be 0.24 . The p value was found to be 0.81 which is greater than 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the level of emotional intelligence among Secondary School Students and Junior College Students.

Hypothesis 8: The t value for the Male and Female Secondary School Students was found to be 1.06 . The p value was found to be 0.29 which is greater than 0.05, thus it is not significant. Therefore, null hypothesis is



accepted. There is no significant difference in the level of emotional intelligence among Male and Female Secondary School Students.

Hypothesis 9: The t value for the Male and Female Junior College Students was found to be 0.55 . The p value was found to be 0.58 which is greater than 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the level of emotional intelligence among Male and Female Junior College Students.

Hypothesis 10: The t value for the Male students from Secondary School and junior College Students was found to be -0.55 . The p value was found to be 0.58 which is greater than 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the level of emotional intelligence among Male students from Secondary School and Junior College.

Hypothesis 11: The t value for the female students from Secondary School and junior College Students was found to be -0.62 . The p value was found to be 0.53 which is greater than 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the level of emotional intelligence among female students from Secondary School and Junior College.

Discussion and Conclusion

It had been perceived and concluded in the present study that females surpass the Emotional Intelligence levels as compared to their male counterparts. The reasons could be that many Females are frequently found vulnerable that somehow makes them stronger from inside. Females always carry a strong set of mind and emotions, they are aware of or rather know how to handle any calamity be it stress, fear or anxiety. It has been scrutinised that females cope with challenges and manage stress in an effective manner than Males. It has been studied that men and women have been hard_wired differently that means they possess different brain anatomy or brain structure. It has been recorded that boys begin the skills to be confident, competitive, decisive. On the other hand girls are always schooled to be empathetic and submissive. Girls are usually bombarded with the instructions of 'how to behave', even which type of games to play by the family members, teachers and society. Hence we can say that Gender Biasedness impacts on the Emotional level of Females than Males. Gender sensitization is also a root cause for the Females to excel in EI than Males. The present study reflected that females have a higher level of emotional intelligence as compared to male students.

The biological explanation affirms that women's biochemistry is better processed to consider one's own emotions and those of others as an important element in persistence. Women spend quality time with emotional words socially and they are engrossed with handling emotions of theirs as well as others in order to maintain a good rapport with social nexus. The notion that "men don't cry" actually makes men push their emotions back, hold them and not be expressive in order to show manly attitude and behaviour. Women outscore men in many aspects such as self image, socialisation, self management etc because it has been recorded that out of societal pressure and culture women do not express their emotions frequently and toil to suppress them to look unaffected and radical to the society. Men usually express out themselves quite easily than women, maybe because they are unaffected by comments of the surrounding nexus. Men lament their losses more prominently than women. Also it has been



discovered collectively through various researches that females do outscore males with respect to emotional intelligence because of their inner strength, pressure handling management, leadership skills and problem solving approaches. Though some researches lay emphasis that both the genders are approximately equal in terms of emotional intelligence, It also has been scrutinised that women handles traumatic situations better than men and outshines on the terms with emotional backgrounds by bouncing back with great affirmations and positivity which men lags behind. Men combat a response by “fight or flight” but women “tend and befriend” stated by scientists.

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