



Study of the Emotional Intelligent of Higher Secondary Students in Relation to their Gender

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1. Introduction

Daniel Goleman, a psychologist and science writer who has previously written on brain and behaviour research for the New York Times, wrote Emotional Intelligence (1995), the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence. Goleman's model outlines four main emotional intelligence constructs.

The first, **self-awareness**, is the ability to read one's emotions and recognize their impact while using out feelings to guide decisions. **Self management**, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, **social awareness**, includes the ability to sense, understand, and react to others emotions while comprehending social networks. Finally, **relationship management (social skills)**, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998).

Emotional intelligence is a learned ability to identify, experience, understand and expresses human emotion in healthy and productive ways. Emotional intelligence is person's ability to deal with his or own emotions and the emotions of others in a constructive manner that promotes teamwork and productivity rather than conflict.

There is a prevailing embedded in our society that women are more emotional than are man. According to commonly held beliefs, women are more emotionally responsive, experiencing and expressing most emotions more intensely than do men; men, if they are emotional at all, are believed to experience and express more anger (Fabes & Martin, 1991).

In this research, try to compare and check out that there is any difference of the scores of boys and girls in four areas of emotional intelligence of Goleman's model.

2. Objective

To assess and compare the emotional intelligence of higher secondary school boys and girls in four areas of emotional intelligence of Goleman's model (**self-awareness, self management, social awareness and social skills**)

3. Population and sample

The population of this study was the student of eleventh Std in Jamnagar city. The sample was 200(100 boys and 100 girls) students of eleventh std – boys and girls – from public and private schools from Jamnagar.

4. Tool

Emotional intelligence scale which is the scientifically developed and validated measure of emotional intelligence, developed by Patel and Patel was given to the sample. Emotional intelligence scale consists of 77 items and takes approximately 45 minutes to complete. 77 items were categorized into

four areas of emotional intelligence.

5. Data collection

Emotional intelligence scale was given to the sample and measured the emotional intelligence and collected the data of sample.

6. Statistical technique for data interpretation

After collection of the data, the distribution of boys and girls according to level of score of four areas of emotional intelligence was prepared and χ^2 was calculated.

7. Result and Discussion

The result of the distribution of boys and girls according to level of score of four areas of emotional intelligence is presented below.

Emotional intelligence	Self awareness		Self regulation		Social awareness		Social skills	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A (HIGH EQ)	5	9	4	8	6	4	11	5
B (MORE THAN AVERAGE)	48	58	44	48	47	43	44	32
C (AVERAGE)	30	27	31	39	34	36	33	40
D (LESS THAN AVERAGE)	17	5	20	4	12	16	12	20
E (LOW EQ)	0	1	1	1	1	1	0	3
TOTAL (N)	100	100	100	100	100	100	100	100

χ^2 value of the distribution of boys and girls according to level of score of four areas of emotional intelligence is presented in table 2

Level/Grade	fo		fe		$(fo-fe)^2 / fe$		Result
	boys	girls	boys	girls	boys	girls	
A (HIGH EQ)	5	9	7	7	0.5714	0.571429	$C^2=9.7894$ $Df=(c-1)$ $(r-1)=4$ chiest significant $p=0.044$ girls>boys
B (MORE THAN AVG)	48	58	53	53	0.4717	0.471698	
C (AVERAGE)	30	27	28.5	28.5	0.0789	0.078947	
D (LESS THAN AVERAGE)	17	5	11	11	3.2727	3.272727	
E (LOW EQ)	0	1	0.5	0.5	0.5000	0.5000	
TOTAL (N)	100	100	100	100	4.8947	4.8947	
A (HIGH EQ)	4	8	6	6	0.6667	0.6667	$C^2=13.0882$ $Df=(c-1)(r-1)=4$ chiest significant
B (MORE THAN AVG)	44	48	46	46	0.0870	0.0870	
C (AVERAGE)	31	39	35	35	0.4571	0.4571	
D (LESS	20	4	12	12	5.3333	5.3333	

THAN AVERAGE)							p=0.010853 girls>boys
E (LOW EQ)	1	1	1	1	0	0	
TOTAL (N)	100	100	100	100	6.5441	6.5441	
A (HIGH EQ)	6	4	5	5	0.2	0.2	C ² =1.2064 Df=(c-1)(r-1)=4 chiest significant p=0.8770 girls=boys
B (MORE THAN AVG)	47	43	45	45	0.0889	0.0889	
C (AVERAGE)	34	36	35	35	0.02857	0.02857	
D (LESS THAN AVERAGE)	12	16	14	14	0.28571	0.28571	
E (LOW EQ)	1	1	1	1	0	0	
TOTAL (N)	100	100	100	100	0.6032	0.6032	
A (HIGH EQ)	11	5	8	8	1.125	1.125	C ² =9.8160 Df=(c-1)(r-1)=4 chiest significant p=0.04364 girls>boys
B (MORE THAN AVG)	44	32	38	38	0.947368	0.947368	
C (AVERAGE)	33	40	36.5	36.5	0.335616	0.335616	
D (LESS THAN AVERAGE)	12	20	16	16	1	1	
E (LOW EQ)	0	3	1.5	1.5	1.5	1.5	
TOTAL (N)	100	100	100	100	4.907985	4.907985	

8. Findings

1. Girls of higher secondary school showed better overall emotional intelligence.
2. Girls showed better performance as compare to boys in the areas of self awareness and self regulation.
3. Boys showed better performance as compare to girls in the areas of social skills. No sex difference found in the area of social awareness.
4. In compare to four areas Boys showed equally performance in self awareness, self regulation, social awareness and social skills.
5. In compare to four areas Girls showed best performance in self awareness. Girls showed better performance in self regulation than social awareness and social skills.

Reference

1. Goleman, Danial(1995). Emotional Intelligence : why it can matter more than IQ, New York : Bantam Books.
2. _____. (1998).Working with Emotional Intelligence, New York : Bantam Books.