

“Emotional Intelligence (EQ) of Male and Female Adolescent Students of District Srinagar. A Comparative Study”

Dr. Shabnum Qureshi
Faculty Dept. of Education
University of Kashmir

ABSTRACT

The study has been carried out to find and compare the Emotional Intelligence (EQ) of Male and Female adolescent students of District Srinagar. A sample of 150 adolescent students (75 male adolescents & 75 female adolescents) were in the age range of 14-16 drawn randomly from various Secondary Schools of District Srinagar. Emotional intelligence scale (EIS) by Hyde, Pethe & Dhar (2001) was used for data collection. Both the groups were compared on the five factors like Integrity, Self-Development, value orientation, Commitment and Altruistic behavior of Emotional Intelligence Scale by Hyde, & et.al; Mean, SD and t-test were applied. The results revealed that significant mean difference between male and female adolescents on above mentioned five dimensions of Emotional Intelligence Scale.

Key Words: Emotional Intelligence (EQ), Male Adolescent Students, Female Adolescent Students Srinagar

INTRODUCTION

Most of the earlier theories have abridged intelligence as a scholastic ability and have engrossed on achievement talent. But, nowadays there is a belief that some of the person's possess non intelligent characteristics such as being emotional, conscientious, moral sensitivity and leadership ability were declared as a distinct aspects of intelligence. On the basis of many theories, which have been presented on definitions of intelligence, intelligence comes to existence through reciprocal effects of intelligence and non-intelligence characteristics, which includes environmental skills is to a greater extent responsible for development and change in the present world. Researchers and psychologists have been endeavoring to comprehend the role of emotions, what causes them, what their purpose is and what their consequences are. Salovey, Mayer & Davis defines emotional intelligence (EQ) as a form of intelligence, "that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thought and action". Even though emotional intelligence measures do not involve the same kind of mental and chronological ratio as used in intelligence quotient (IQ) that was developed by Alfred Binet in 1905, the most common short hand term for emotional intelligence is EQ, mimics the abbreviation for the original 'intelligence quotient'. Davis states that, "while IQ provides the floor for people's accomplishments, EQ in a sense determines the ceiling- that is how high one can rise compared to others with the same cognitive and technical skill."

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Adolescence: Development and adjustment during the transitional period between childhood and adulthood is known as Adolescence. The period emerges from childhood and merges into adulthood. During this period, the establishment of childhood goes away and a revolutionary process of change starts. In fact, it is a period of revolutionary change. It is markedly a period of growing up, during which the child develops into a man or woman. The result of study of Goleman revealed that success in any field of human life does not depend only on IQ (intelligence Quotient) but also on EQ (Emotional Intelligence). This means that both intelligence and emotional intelligence contribute to the success in any field of human life. Goleman proposed that it is far better to have high Emotional Intelligence rather than high Intelligence Quotient to be productive and a valued member of the society. A human being shows emotions throughout all stages of life and development. So, from the dawn of infancy till death, we should try our best to manage our emotions properly, but adolescence being the stage of heightening of emotions, demands greater efforts to manage their emotions. As the adolescents have to face the hard challenges of life during this stage (adolescence), so they have to equip themselves with proper level of EQ (emotional Intelligence). This will help them to handle the hard challenges of life and the problems more easily and readily. Adolescence is the period of rapid growth and development. So, here the individual grows to maximum maturity (Mentally, Emotionally, Socially and physically). It is the stage of life, where the individual could attain higher level of EQ (Emotional Intelligence). In one of their studies pandey and Tripethi (2004), found developmental changes of emotional intelligence among children and adolescents. They reported that EQ (Emotional Intelligence) increases with age. Various studies have shown that high EQ (Emotional Intelligence) can lead to team spirit and increase productivity.

OBJECTIVES OF THE STUDY

The following objectives were formulated for the present study:

- To study the Emotional Intelligence (EQ) of male adolescent students of Dist. Srinagar.
- To study the Emotional Intelligence (EQ) of female adolescent students of Dist. Srinagar.
- To compare male and female adolescent students of Dist. Srinagar on Integrity (factor –F) of Emotional Intelligence Scale.
- To compare male and female adolescent students of Dist. Srinagar on Self –Development (factor –G) of Emotional Intelligence Scale
- To compare male and female adolescent students of Dist. Srinagar on Value-Oriented (factor- H) of Emotional Intelligence Scale.
- To compare male and female adolescent students of Dist. Srinagar on Commitment (factor- I) of Emotional Intelligence Scale.
- To compare male and female adolescent students of Dist. Srinagar on Altruistic-Behaviour (factor- J) of Emotional Intelligence Scale

HYPOTHESES: In the light of objectives enumerated above, the following hypotheses were framed for the study by the investigator:

- There is a significant difference between male and female adolescent students on Integrity (factor –F) of Emotional Intelligence Scale
- There is a significant difference between male and female adolescent students of Dist. Srinagar on Self Development (factor –G)of Emotional Intelligence Scale
- There is a significant difference between male and female adolescent students of Dist. Srinagar on Value-Oriented (factor- H) of Emotional Intelligence Scale.
- There is a significant difference between male and female adolescent students of Dist. Srinagar on Commitment (factor- I) of Emotional Intelligence Scale.
- There is a significant difference between male and female adolescent students of Dist. Srinagar on Altruistic-behavior (factor- J) of Emotional Intelligence Scale.

SAMPLE

The sample for the present study consisted of 150 adolescent students which were divided on the basis of gender (male 75 and female 75) from various Secondary Schools of Dist. Srinagar randomly under the age group of 14-16 years.

TOOL USED

Emotional Intelligence Scale by Hyde,et.al, (2001) was used to collect data for the present study.

STATISTICAL TREATMENT

The collected data was subjected to statistical treatment by calculating Mean, SD and t-test.

STATISTICAL ANALYSIS

Table 1: Showing the mean comparison of male and female adolescent students of Dist. Srinagar on Integrity (factor-F) of Emotional Intelligence Scale

Group	N	Mean	S.D	t-value	level of intelligence
MAS	75	6.22	1.32	2.48	0.05
FAS	75	9.69	1.39		

MAS: male adolescent students

FAS: female adolescent students

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The perusal of table 1 makes it clear that mean score of female adolescent students (9.69) is more than the mean score of male adolescent students (6.22) on factor-F (Integrity) of emotional intelligence. The obtained t-value is (2.48) which is significant at 0.05 level. The table further shows that male and female adolescent students differ significantly so far as one of the factor 'integrity' is concerned. As female adolescent students are concerned they are more conscious of their weakness than male adolescent students. Female adolescent students are found to be more goal oriented and their belief is found to be strong. The result seems to be justified on the basis that female adolescent students are found to be more ambitious to gain something better in society. It was found that parents today encourage their daughters so that they attain lot of confidence to stand up on their firm beliefs.

Table 2: Showing the mean comparison of male and female adolescent students of Dist. Srinagar on Self-Development (factor-G) of Emotional Intelligence Scale

Group significance	N	Mean	SD	t-value	Level of
MAS	75	5.51	1.18	2.61	0.01
FAS	75	9.78	1.63		

MAS: male adolescent students

FAS: female adolescent students

The perusal of table 2 makes it clear that mean score of female adolescent students (9.78) is more than the mean score of male adolescent students (5.51) on factor-G (self-development) of Emotional Intelligence Scale. The obtained t value is 2.61 which is significant at 0.01 level. This table show that male and female students differ significantly on self-development. It has been found that female adolescent students are more popular and better liked by their peers. It was found that female adolescent students are able to handle a number of tasks than male adolescent students. The result seems to be justified on the ground that female adolescent students are more aware of their self that is why they develop more mature relationships with friends. In Kashmir valley, female students are equally struggling striving to meet the demands of the society and this helps them to become more aware of their self. Even in rural areas of Kashmir, girls are also striving for their future.

Table 3: Showing the mean comparison of male and female adolescent students of Dist. Srinagar on Value-Oriented (factor-H) of Emotional Intelligence Scale

Group	N	Mean	SD	t-value	level of significance
MAS	75	5.22	1.36	2.59	0.01
FAS	75	9.51	1.65		

MAS: male adolescent students

FAS: female adolescent students

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The table shows that male adolescent students and female adolescent students differ significantly on Value – Orientation Factor H. Female adolescent students found to be more responsible, better able to make intelligent decisions using a healthy balance of emotions and reason, better able to carry beliefs and attitudes to live life in a better way because value orientation can influence a person's behaviour and actions.

Table4: Showing the mean comparison of male and female adolescent students of Dist. Srinagar on Commitment (factor-I) of Emotional Intelligence Scale

Group	N	Mean	SD	t-value	Level of significance
MAS	75	5.73	1.69	3.36	0.01
FAS	75	10.27	1.34		

MAS: male adolescent students

FAS: female adolescent students

The perusal of table 4 makes it clear that the mean score of female adolescent students (10.27) is more than the mean score of male adolescent students (5.73) on factor –I (commitment) of emotional intelligence scale. The obtained t-value is (3.36) which is significant at 0.01 level. The table shows that male and female adolescent students differ significantly on factor –I(commitment). It was found that female adolescents are more committed to any kind of task than male adolescent students.

Table 5: Showing the mean comparison of male and female adolescent students of Dist. Srinagar on Altruistic-Behavior (factor-J) of Emotional Intelligence Scale

Group	N	Mean	SD	t-value	Level of intelligence
MAS	75	9.59	1.07	0.93	NS
FAS	75	7.96	1.76		

MAS: male adolescent students

NS: Not Significant

FAS: female adolescent students

The details of table 5 makes it clear that mean score of male adolescent students (9.59) is more than the mean score of female adolescent students (7.96) on factor –J (Altruistic- Behaviour). The obtained 't' value is not significant. The mean difference fails to arrive at any level, therefore no decisive decision can be taken about this factor.

CONCLUSION

- It has been found that male and female adolescent students differ significantly on the factor Integrity. Female adolescent students are found to be more aware of their weakness and their belief is also found to be stronger than male adolescent students.

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- The study has indicated that male and female adolescent students differ significantly on self-development. Here again Female adolescent student are found to be more popular and better liked by their peers than male adolescent students. The result seems to be justified on the ground that female adolescent students are more aware of their self that is why they can develop more mature relations with their peers and siblings.
- The study has revealed that male and female adolescent students differ significantly as far as value orientation is concerned. Female adolescent students are found better in maintaining the standard of integrity and honesty. They always believe in moral values and always obey the values laid by the society.

SUGGESTIONS

The investigator suggested following suggestions regarding the present study:

- The present study helps the coaches, managers, parents and analysts to recognize the emotional intelligence of adolescents because they have slight knowledge about emotional intelligence of youngsters.
- Administrative organisations should arrange programmes for adolescents related to the awareness of emotional intelligence which facilitates them to recognize the difficult challenge of their existence.
- The present study should be replicated on a large sample.
- The study should be conducted to see the effect of counselling on the emotional intelligence of adolescents having low emotional intelligence.
- There should be emotional training and treatment programmes for those adolescents having low emotional intelligence, so that they can maintain their career, health and behaviour properly.

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