

“A study of emotional intelligence in relation to gender and locality of Higher Secondary Students”

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Abstract: *The present study examines emotional intelligence in relation to gender and locality of higher secondary students. Samples were selected by using simple random sampling technique. The survey was conducted on 120 students of Durg, Rajnandgaon and Bhilai in Chhattisgarh. Results obtained through T- test revealed that there is significant difference in the emotional intelligence of Boys and girls due to biological factor and between locality due to urban and rural sectors.*

I. Introduction

Emotions are an intrinsic part of individuals biological makeup, and every morning they March to the office with them, and influence their behavior by coordinating many psychological subsystems including physiological responses, cognitions and conscious awareness. As Vygotsky (1987) has rightly pointed out, the study of psychology has been damaged by the separation of the intellectual from the motivational and emotional aspects of thinking. By not identifying how emotions contribute to thinking, an individual's ability to provide causal explanations of thinking is impaired.

On same level people have always known that the ability to understand, monitor manage and capitalize on their emotions can help them make better decisions cope with setbacks and interact with others more effectively.

Emotional intelligence emphasizes the values of positive thinking it may either put the young person in a series of problem or help him sail through smoothly. Several studies reveal that students should be viewed as having an opportunity for achieving a realistic stable, social intelligence. Students , need to understand their development and take pride in the growth of their wisdom, status, human relations & specific skills, emotional intelligence should be viewed as having an opportunity for achieving self awareness, managing emotions, motivation of oneself, empathy, handling relationship all these characteristics are needed for an effective relationship, however, Salovey and Mayer(1990) were the first the orists to attempt to concentrate on the ability to use and manage emotions within a hierarchical psychometric model of intelligence. EI was defined as “ the ability to perceive emotions access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer & Salovey, 1997)

Krishnamurthy and Amutha (2011) conducted a study entitled on “Higher secondary students' achievement in commerce in relation to their emotional intelligence”

The study concluded that the higher secondary school student's achievement in commerce is at moderate level.

Further, gender locality and type of school make significant difference in achievement of commerce student.

But religion, family size and family income make no significant difference. Similarly with regard to emotional intelligence, entire and sub sample fall in the category of average level of emotional intelligence, entire & sub sample fall in the category of average level of emotional intelligence. Gender, locality and religion causes significant difference in the emotional intelligence level and type of school family size and family income cause to significant difference.

Objective of the Study:

- ❖ To study the effect of gender on emotional intelligence on higher secondary students.
- ❖ To study the effect of locality on emotional intelligence of higher secondary students.

Hypothesis:

H₁ There exists no significant difference between the emotional intelligence of male and female students.

H₂ There exist no significant difference between the emotional intelligence of Urban and rural students.

Research Methodology:

Population: In the present study students of English medium from Class 12th of higher secondary school of Bhilai, Durg and Rajnandgaon are taken for study.

Sample: For the present study a total of 120 students of class 12 were selected for the study by adopting random sampling method. From each school, 30 students were selected, 15 males 15 females.

Tool: In the present study, the researcher has selected tool to measure the emotional intelligence which is been prepared by Dr. S.K. Mangal and Shubhra Mangal.

Statistical Analysis:

H₁: There exists no significant difference between the emotional intelligence of male and female students.

To test the above hypothesis the emotional intelligence of higher secondary students. Male and female were measured and obtained mean and SD have been present in table 1.1

Name of Variable	No of Students	Mean	SD	t- value
Girls	60	54.44	8.44	7.03
Boys	60	45.52	9.11	
df = 118, p < 0.01 significant				

The following table indicates that the mean of girls and boys are 54.44 and 45.52 respectively. The SD of girls and boys are 8.44 and 9.11 respectively. The T value obtained is 7.03 which is significant at 0.01 level. This indicates that our hypothesis is rejected.

It can be analyzed that there lies a significant difference in the emotional intelligence of girls and boys. This is due to the biological difference which exists between boys and girls. The hormones secreted in girls makes them sensitive to situations and they have more emotionally intelligence where as boys are emotionally strong and are not much emotional. Apart from that there are same environment factors like family, peer group which also play important role in determining the emotional intelligence.

H₂: There exist no significant difference between the emotional intelligence of urban and rural higher secondary students.

In order to test the above hypothesis the emotional intelligence of higher secondary students of urban and rural area was measured and obtained mean and SD have been presented in table 1.2

Total	Mean	SD	N	t-value
Urban	81	6.92	60	2.95
Rural	86	6.98	60	
df = 118, p < 0.01 Significant				

It is evident from the table that the mean value of urban and rural higher secondary students on emotional intelligence was found to be 81 and 86 and SD was 6.92 and 6.98. The t-value calculated between the two means was found to be 2.95 which is found significant at 0.01 level (df =118). This shows that the assumed hypothesis is rejected.

Thus it could be concluded that there exist a significant difference in emotional intelligence between the emotional intelligence of urban and rural higher secondary students.

This could be due to school management higher demands for better result of the students. Also they are affected economically as well as from other facilities in comparison to urban schools.

II. Conclusion

From the results of the study it can be concluded that due to difference in urban and rural background with regards to their emotional intelligence could be seen. Hence locality affects student’s behavior in managing emotional hardship.

As well as there lies significant difference between male and female due to their family environment school environment.

Therefore, additional research is also required to study further more on emotional intelligence of different streams like arts and science, technical and non technical students and effect of birth order and family environment on emotional intelligence of students and on their academic achievement.

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