



# The Relationship between Gender and Emotional Intelligence

## KEYWORDS

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**ABSTRACT** *The present study was conducted with the aim to measure and compare the emotional intelligence among adolescent boys and girls of Ranchi District. A total number of 40 students (20 boys & 20 girls) studying in class 10th were included in the sample. Emotional intelligence inventory developed and standardized by Mangal and Mangal (2009) was used to assess the extent of emotional intelligence. 't' test was applied to see the significance difference among adolescent boys and girls. The result revealed that girls are better on emotional intelligence than boys. But there 't' value is not statistically significant.*

## Introduction

In today's modern era life is changing very rapidly. In this situation our adolescent facing a lots of challenges and adjustment problems at home, on work place in social relationship and other areas of his life. Many times it happened due to lack of self-awareness, self-regulation, social skills. These all are component of emotional intelligence. **Goleman (1995)** found in his study emotional intelligence has five components which are self-awareness, self-regulation, motivation, empathy and social skills. Emotional intelligence is one of the important areas of modern stress management. It is one of the recent fascinating concepts that are essential for success in life.

**Mayer, Salovey, and Caruso (2000)** suggested that emotional intelligence is a set of abilities that accounts for how a more accurate understanding of emotions often helps people solve problems in their emotional lives. They defined emotional intelligence as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others". EQ enthusiasts believe those who achieve academically, yet have not developed their emotional intelligence, and are not likely able to achieve their full capacity. Most students will not learn well if they are not engaged and if their emotions, learning styles, personality, and motivation are not considered. Teachers are responsible to provide an environment conducive to learning and the best instruction possible. On a continuum, process is at least as important as content, so schools should address the whole child, and education should expand beyond the school walls into the community. The stated goals of schools today should not only be to help students achieve academically, but also to understand and manage their emotions and become productive, well-adjusted citizens.

**Peter Salovey and John Mayer (1990)** firstly coined the term emotional intelligence. According to **Singh (2003)** today only IQ is not sufficient for success but it is the EQ that matters most. **Goleman (1995, 1998)** defined Emotional intelligence as "the composite set of capabilities that enable a person to manage himself/herself and others." It is believed that emotional intelligence plays a very important role in leadership, work life and career development. IQ predicts only about 20 percent of career success, which leave the remaining 80 percent to other factor such as emotion intelligence (**Pool 1997**). This is the reason for why some boys and girls have high level on IQ but they are not successful in his life.

**Baron (1988)** define emotional intelligence as "the ability to:

1) be aware to understand and to express oneself. 2) be aware of, to understand, and to control one's impulse and 4) adopt to change and to solve problems of a personal or a social nature."

## Components of Emotional Intelligence

According to **Dunn (2003)**, components of emotional intelligence which can regarded as key to success in life are as follows:

- Self-awareness and self-honesty
- Knowledge about cause of emotions
- Empathy
- Motivation and good decision-making
- Ability to analyze and understand relationships
- Intuitiveness
- Creative and flexible thinking
- Integrated self
- balance life

We can say emotional intelligence plays a key role in determining life success. It becomes more and more important people progress up the career ladder of their life. So that's reason over the past several year the Emotional intelligence has received much attention as a factor that is useful in understanding and predicting individual's performance at work, at home, at school etc.

**Chu (2002)** reveled that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

**S.Katayal and E.Awarthi (2005)** found in his study girls had higher emotional intelligence than boys. Study was done in Chandigarh among adolescent boys and girls studying in Xth class.

**Brody & Hall (1993)** in his study suggested that women's greater ability to feel a wide range of emotions with more intensity and variability than men.

**Topia (1999) and Dunn (2002)** observed that girls score higher with regard to empathy, social responsibilities and interpersonal relationship than boys. More sensitivity was found towards their relationship with parents, friends and siblings. All these traits help them to acquire more emotional intelligence as compared to boys.

## Objectives

- To measure the extent of emotional intelligence among

adolescent boys and girls.

- To compare the emotional intelligence among adolescent boys and girls.

**Sample**

Sample of the present study consistent 40 students (class Xth ) of Ranchi town. This sample was further divided in two groups. Twenty were boys and twenty were girls. Random sampling technique was used.

**Instrument**

➤ **Emotional Intelligence Inventory (EIT)**

Emotional Intelligence Inventory developed & standardized by **Mangal and Mangal (2009)** was used to measure Emotional Intelligence of the school Students. The reliability by split half method was 0.89 and test retest method was 0.92. The validity of the test was 0.63.

**Procedure**

The Emotional Intelligence Inventory was applied on selected sample of boys and girls students. They were giving to instruction fill the test booklet according to the instruction printed on the booklet. They are also requested not to leave out any items. Scoring was done according to the respective scoring keys. The obtained data were tabulated and analyzed with the help of percentage, mean score and 't' value.

**Result and Discussion**

**Table-1**

Number and percentage of Emotional intelligence among boys and girls school students.

Categories	Boys No %	Girls No %
Very Good	0 0	0 0
Good	2 10	4 20
Average	6 30	8 40
Poor	8 40	6 30
Very Poor	4 20	2 10

Table1 reveals that no one adolescent boys and girls scores are categorized in very good emotional intelligence, where 10% boys and 20% girls scores are categorized in good emotional intelligence, 30% boys and 40% girls scores are in average emotional intelligence, 40% boys and 30% girls

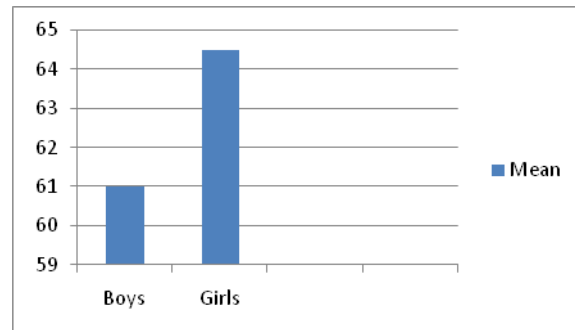
scores are in poor emotional intelligence and only 20% boys and 10% girls score are categorized in very poor emotional intelligence.

**Table2**

**Mean, SDs and 't' value of Boys and Girls students on Emotional intelligence.**

Gender	Number	Mean	SD	't'	P Value
Boys	20	61	13.27	0.86	NS*
Girls	20	64.5	11.8		

\*NS-Not significant



**Figure-1**

Table -2 & figure 1 indicates that girls obtained greater mean score (Mean=64.5) on emotional intelligence than males (Mean=61). It's also clear that two group are differed in respect of emotional intelligence score. But the difference is not statistically significant ('t' = 0.86).

**Conclusion**

- Only 10% boys and 20% girls were categorized on good emotional intelligence.
- 30% boys & 40% girls are obtained average categorization on emotional intelligence
- Where 40% boys & 30% girls are obtained poor categorization on emotional intelligence.
- Only 10% girls obtained very poor emotional intelligence, there 20% boys obtained very poor categorization on emotional intelligence.
- Girls are better on emotional intelligence than boys.

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