



Gender and Emotional Intelligence among Adolescents

KEYWORDS

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ABSTRACT *In this research an attempt has been made to investigate Gender and Emotional Intelligence among Adolescents. The sample consisted of 100 college students ranging in age between 16-17 years studying in Junior and Senior Intermediate of Tirupati town. The sample consisted of 50 Boys and 50 Girl adolescents. The participants were administered with Emotional Intelligence scale developed by Mangal and Mangal (2004). T- test was used for analysis. The results of the study indicated significant difference between Boys and Girls Emotional Intelligence among adolescents.*

Introduction

Adolescence is usually interpreted as the most colorful years of life. Everybody has rich memories of their adolescence, and these memories will last till the end of a person's life. But in usual exploration, adolescents report that they experience much stress and strain during the period, may be because of the increased demands to adjust and cope up with. Research studies also show that adolescence is characterized by significant increase in stress (Seiffge, 2000). According to Erikson 1968, adolescence must face many major changes in life, including physical development; self-identity, making friends and falling in love, academic advancement exams, and how to maintain good interaction with peers and family members and all of these require more adjustment and adaptation.

Adolescence becomes problematic and unpredictable when they lack self-awareness to adapt to new demands and will be experiencing heightened hormonal secretions. But this can be considered as quite normal in the developmental course. Cream of any nation "Youth and adolescents" has to be given proper guidance and awareness about their development so as to get adjusted to the changing scenario. When the adolescent is not able to accept one's self, this leads to adolescence issues which can be of different sort.

With the dawn of 21st century, the human mind added a new dimension which is now being held responsible more for success than intelligence. This is termed as *Emotional Intelligence* and is measured as EQ (Emotional Quotient).

Over the past several years the term 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. The concept of Emotional Intelligence was first introduced by Salovey and Mayer in the early 1990's and made popular by Daniel Goleman with publication of his book: "*Why it can matter more than IQ*" in 1995. Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. According to Mayer and Salovey

(1993), emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Thus, emotional intelligence is aum-

brella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consists of the ability to understand the feelings of others, empathise, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one's own motivation. Emotional intelligence plays a key role in determining life success. It becomes more and more important as people progress up the career ladder of their life. Emotions are our feelings, hence, emotional intelligence is our life. Emotional intelligence does not only measure emotions or intelligence. What it does is to open up a new way of looking at how our thinking and behavior could be seen intelligent. According to Dunn (2003), components of emotional intelligence which can be regarded as key to success in life are as follows: Self-awareness and self-honesty, Knowledge about causes of emotions, Self-regulation and modulation of one's emotions, Empathy, Motivation and good decision-making, Ability to analyze and understand relationships, Intuitiveness, Creative and flexible thinking, Integrated self, Balanced life and Balanced life.

One has to concede to the fact that emotional intelligence is environmental in nature and can be learned and increased over lifetime of an individual. Number of personal, social and personality factors seem to affect emotional intelligence to a great extent.

Objective

To analyse the difference in Emotional Intelligence of Boys and Girls.

Hypothesis

There is no significant difference between boys and girls in their Emotional Intelligence.

Methodology

The sample of the study consisted of 50 Boys and 50 Girls in the age group of 16-17 years. The sample for the present study was selected by using stratified random sampling technique with respect to the geographical background. The sample consisted of several areas. Emotional Intelligence scale developed by Mangal and Mangal (2007) was used to measure Emotional Intelligence of the participants. The tool consisted of 100 items measuring the emotional intelligence. The respondents were marked to

respond either 'Yes' or 'No'. The scoring was one mark for 'Yes' and 'Zero mark for' 'No' Response.

Results

To study the Gender and Emotional Intelligence among Adolescents. The data was collected from adolescents studying in Inter mediate colleges and were carefully analysed by employing appropriate statistical techniques.

Table 1 presents data regarding the distribution of sample according to Gender, Class and Age. A sample of 50 Boys and 50 Girls were selected in Junior and senior Intermediate in the age group of 16 and 17 years.

Table -2 shows the Distribution of sample according to Emotional Intelligence scores. The results shows that among 100 adolescents 57 per cent had average emotional intelligence score and 29 per cent had poor emotional intelligence score followed by 11 (Good) and 3 (very poor) per cent emotional intelligence scores.

It is evident from the table - 3 that the t- value is 2.168 ($p < 0.05$). Hence the hypothesis is rejected and it indicates that there is significant difference between Boys and Girls in their Emotional Intelligence. Girls were found to have better emotional intelligence than Boys.

The obtained results are in line with the findings of studies reported by Bhosle (1999), King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002). They all found females to have higher emotional intelligence than that of

males. However, study by Chu (2002) revealed that males have higher level of emotional intelligence than that of females.

Moreover, higher emotional intelligence among girls can also be explained in terms of some of their personality characteristics. Similar findings were reported in studies by Tapia (1999) and Dunn (2002).

Conclusion

The findings of the present study reveals that Girls had high Emotional Intelligence than Boys.

S.No.	Variable	Number	Per cent	
1	Gender	Boys	50	50
		Girls	50	50
		Total	100	100
2	Class	Junior Inter	50	50
		Senior Inter	50	50
		Total	100	100
3	Age	16 years	50	50
		17 years	50	50
		Total	100	100

Table 2: Distribution of sample according to Emotional Intelligence Scores among Adolescents

S.No	Emotional Intelligence score	Frequency	Percent
1	Good	11	11.0
2	Average	57	57.0
3	Poor	29	29.0
4	Very poor	03	3.0
	Total	100	100.00

Table 3: Distribution of sample according to Gender and Emotional Intelligence Score among Adolescents

S.No	Gender	Number	Mean	SD	t-value
1	Girls	50	65.76	7.303	2.168 $p < 0.05$
2	Boys	50	62.24	8.858	

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