



A COMPARATIVE STUDY ON EMOTIONAL INTELLIGENCE AMONG SCHOOL GOING BOYS AND GIRLS OF RANCHI.

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ABSTRACT

Emotional intelligence is our level of ability to: Recognize and understand our emotions and reactions. Manage, control, and adapt our emotions, mood, reactions, and responses. Harness our emotions to motivate ourselves to take appropriate action, commit, follow-through, and work toward the achievement of our goals. Discern the feelings of others, understand their emotions, and utilize that understanding to relate to others more effectively. Build relationships, relate to others in social situations, lead, negotiate conflict, and work as part of a team. Emotional intelligence has five components which are: self-awareness, self-regulation, motivation, empathy and social skills. There is a sudden increase in the instability among school going children which is an important issue to be studied.

KEYWORDS

Emotional Stability, Children.

INTRODUCTION

Emotional intelligence is a concept, which is currently in focus among the general public, practitioners and researchers. It's being widely believed by the public that emotional and social competence is as important, or even more important, than traditional dimension of intellectual ability and personality (Goleman, 1995, 1998).

The concept of emotional intelligence has become a very hot topic of psychological research in recent years, especially in regards to how it affects today's workforce. Businesses are run essentially by people, so anything that impacts the effectiveness of people's minds also impacts the businesses they run or work for. In fact, many experts now believe that a person's emotional intelligence quotient (EQ) may be more important than their IQ and is certainly a better predictor of success, quality of relationships, and overall happiness. It's interesting to note how the concept of emotional intelligence has evolved over the years, from its inception as something called "social intelligence" all the way back in the 1930's, to "emotional strength" in the mid-20 century, to its current terminology, "emotional intelligence." But whatever we call it, emotional intelligence is, in layman's terms, our level of ability to: Recognize and understand our emotions and reactions (self-awareness). Manage, control, and adapt our emotions, mood, reactions, and responses (self management). Harness our emotions to motivate ourselves to take appropriate action, commit, follow-through, and work toward the achievement of our goals (motivation). Discern the feelings of others, understand their emotions, and utilize that understanding to relate to others more effectively (empathy). Build relationships, relate to others in social situations, lead, negotiate conflict, and work as part of a team (social skills).

Components of Emotional Intelligence

Emotional intelligence has five components which are: self-awareness, self-regulation, motivation, empathy and social skills.

The first component of emotional intelligence is self awareness which means, "having a deep understanding to one's emotions, strengths, weaknesses, needs and drives" (Goleman, 1995). People who possess this quality avoid the extremes of being overly crucial and unrealistically hopeful. Furthermore, these people know how their feelings affect them, others and their job performance (Goleman. 1995).

The second component of emotional intelligence is self-regulation. This is an ongoing conversation people have with themselves, which frees them being prisoners of their feelings (Goleman, 1995). People who have high degree of self regulation have much capability of facing the ambiguities of an advancing

industry than those who has low degree of self regulation. The integrity of a home can be enhanced with the help of high level of self regulation. People with high level of self-regulation do not make bad decisions through impulsive behaviors. Self regulation will help individuals to make thoughtful decisions, which stay in control of their feelings.

The third component of emotional intelligence is motivation, which extends to the deep inner desire to achieve for the sake of achievement. Motivated individuals want to achieve beyond their and everyone else's expectations. Motivation makes people restless; therefore they continuously explore new horizons to find better ways of doing their jobs. Highly motivated people remain optimistic even though they have experienced failure or a setback. Motivated person is committed to succeed in its goals and objectives.

The fourth component of emotional intelligence is empathy which means to be considerate and aware of other's feelings. Empathic individuals are also effective in retaining talent because they are able to develop personal rapport with others.

The last component of emotional intelligence is social skills. Individuals use their friendliness in order to have people do what they want. Social individual is an effective persuader.

Study by Chu (2002) revealed 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.

Ahmad, S., H. Bangash and S.A. Khan. (2009). The present study investigated Emotional Intelligence among male and female. The research sample was comprised of one hundred and sixty subjects (N = 160) who were categorized in two groups. They were eighty males (n = 80) and eighty females (n = 80) from N.W.F.P. Snowball sampling technique was used to select subjects. Personal information sheet was used to obtain the demographic information. Emotional Quotient Inventory (EQ-i) was used to find out the level of emotional intelligence among the subjects. Gender difference on Emotional Quotient Inventory reveals that Males have high emotional intelligence as compare to females (t=4.522, p<.01).

HYPOTHESES

- Boys will be more emotionally intelligent than girls.

SAMPLE & SAMPLING:

The sample for the present study consisted of 100 school students of class10. They were selected through stratified random

technique. The stratification being based on gender (male and female). Thus, there use $2 \times 2 = 04$ sample sub-groups and in each sample sub-group 20 college students use selected randomly.

Tools

Personal Data Questionnaire was used to collect information about respondent name, age, gender, religion, caste, college, class, parental income, education, occupation etc. Mangal Emotional intelligence inventory (MEII) was used for the study. Scale has been developed by Mangal 2009. This inventory contains 100 items. This scale measure four dimension of emotional intelligence viz. intra-personal awareness, inter-personal awareness, intra personal management and their inter personal management.

RESULT.

Gender	N	Mean	SD	t	p
Boys	50	73.58	13.09	2.72	0.01
Girls	50	67.28	9.82		

t -value = 2.72 (Significant at 0.01 level)

The result shows that boys scored high than girls on Mangal Emotional intelligence inventory (MEII). High scores on this scale indicates the higher level of Emotional Intelligence, so the above findings clearly suggests that boys are emotionally intelligent than girls. A significant difference ($p < .01$), among boys and girls on MEII is found. The present study was designed to investigate the emotional intelligence boy and girl. The sample consisted of one hundred subjects. Our findings suggest that a significant difference exists among the subjects on Mangal Emotional intelligence inventory (MEII). When compared in terms of gender.

PROCEDURE

It was a comparative study which was conducted in Ranchi Jharkhand. The data was collected in small group in classroom situation during the testing session respondent were instructed in brief about the purpose of investigation. They were instructed to read the items carefully and to put a tick (\surd) mark or cross (X) mark in one of the provided boxes according to there opinion to the items. They had ample time to read the questionnaire and respond. There was no time limit fixed for filing up the questionnaire. However, they were asked not to take unnecessarily long time. They were first asked to fill in the biographical details thereafter they were asked to proceed with the filling of the questionnaire time. In case of any difficulty they could seek clarification from the investigator.

CONCLUSION

This study provides an insight about emotional intelligence and gender differences. Results of the present study demonstrate that there is a significant relationship between emotional intelligence among boy and girl. The sample comprising one hundred ($N = 100$) subjects who were classified into two groups i.e. boy and girl. As hypothesized in the present research, boys have high emotional intelligence when compared with girls.

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