



# A study of Emotional Intelligence of Students of Standard 9 in Context of Gender

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## Abstract:

*In present research, the researcher has prepared an Emotional Intelligence test for the students of standard 9 of English medium schools. The main objective of researcher was to study the emotional intelligence of students of standard 9 in context of gender. The researcher has chosen 154 students of standard 9 from Kalol city. The students were given a self-constructed Emotional Intelligence Test. The scores obtained in emotional intelligence test was classified and tabulated. To check the hypotheses of the study the researcher has performed t-test. It was revealed that the girls possess more emotional intelligence than the boys.*

## 1. Introduction

Each student has different ability to tackle with conditions around. They analyse the situations around it and then behave. Some students are extrovert, other are introvert, some students are aggressive, other are submissive, some students are confident, other are diffident or doubtful. Every student has different emotions. How a person controls his emotions depends on his emotional intelligence. Now day emotional intelligence is important factor to live life happily. In present research the researcher has tried to study the emotional intelligence of the students of standard 9. For this study the researcher has constructed an Emotional Intelligence Test with the help of expert and studied emotional intelligence of the students of standard 9 in context of gender.

## 2. Emotional Intelligence

“Emotional intelligence is an organizing framework for categorizing abilities relating to understanding, managing and using feelings.” (P Salovey & J Mayer 1994)

“Emotional Intelligence: long neglected core component of mental ability or faddish and confused idea massively commercialized.” (A. Furnham 2001)

## 3. The components of Emotional Intelligence

- Adaptability - Flexible and willing to adapt to new conditions.
- Assertiveness - Fortright, frank and willing to stand up for their rights.
- Emotion expression - Capable of communicating their feelings to others.
- Emotion management - Capable of influencing other people’s feelings.
- Emotion perception - Clear about their own and other people’s feelings.
- Emotion regulation - Capable of controlling their emotions.
- Impulsiveness (low) - Reflective and less likely to give into their urges.
- Relationship skills - Capable of having fulfilled personal relationships.
- Self-Esteem - Successful and self-confident.
- Self-Motivation - Driven and unlikely to give up in the face of adversity.
- Social competence - Accomplished networkers with excellent social skills.
- Stress management - Capable of withstanding pressure and regulating stress.
- Trait empathy - Capable to taking someone else’s perspective.

- Trait happiness - Cheerful and satisfied with their lives.
- Trait optimism - Confident and likely to 'look on the bright side' of life.

#### **4. Objectives of the study**

1. Construction of Emotional Intelligence Test.
2. To study emotional intelligence of students of standard 9.
3. To study emotional intelligence students of standard 9 in context of gender.

#### **5. Variable of the study**

##### **5.1 Independence variable**

Gender is the independent variable of this study:

Gender: (1) Boys (2) Girls

##### **5.2 Dependent variable**

Scores of Emotional Intelligence Test is dependent variable of the study.

#### **6. Hypotheses of the study**

There is no significant difference between mean scores obtained in Emotional Intelligence Test of boys and girls of standard 9.

#### **7. Importance of the study**

1. This study will help students and teacher to understand the emotional intelligence of students of secondary schools.
2. The students, teachers and parents can understand students' emotions.
3. The syllabus could be amended to improve emotional intelligence of the students.
4. Cocurricular activities to improve emotional intelligence of the students could be conducted.

#### **8. Limitations of the study**

1. This study was conducted on the students of standard 9 studying in schools of Kalol city.
2. The researcher has used self-constructed Emotional Intelligence Test for this study.

#### **9. Research method**

The objective of this research was to study the emotional intelligence of the students of standard 9 in context of gender. The researcher had to collect data from the students. Therefore, survey research method was chosen for this study.

#### **10. Population of the study**

The researcher had performed this study in two different schools of Kalol city. Therefore, students studying in standard 9 of Kalol city was population of this study.

#### **11. Sample of the study**

Two different schools from Kalol city was chosen by the researcher as sample. The researcher selected 154 students from Kalol city. Out of these 93 were boys and 61 were girls.

#### **12. Tools of the study**

Emotional Intelligence Test (Self-constructed)

#### **13. Construction of tool**

The researcher has constructed 30 items in this Emotional Intelligence Test. Each item has 5 responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. For a positive item the scores are 4, 3, 2, 1 and 0 respectively to the responses and for a negative item the scores are 0, 1, 2, 3 and 4 respectively to the responses.

The test was given to experts for suggestions. The final tool was amended as per suggestions given by the experts.

#### 14. Data collection

The Emotional Intelligence Test was given to the students of standard 9 of selected schools. The students were provided 30 minutes to complete this test. After the test was completed by the students, the researcher had collected the tool for further process. The test was properly checked by the researcher. The score of the test for every student was determined, classified and analysed using proper statistical methods.

#### 15. Statistical method of analysis

The researcher has performed t-test to analyse the hypotheses.

#### 16. Testing of hypotheses

**H<sub>01</sub>** There is no significant difference between mean scores obtained in Emotional Intelligence Test of boys and girls of standard 9

**Table 1: Mean, SD, SED and t-value of boys and girls**

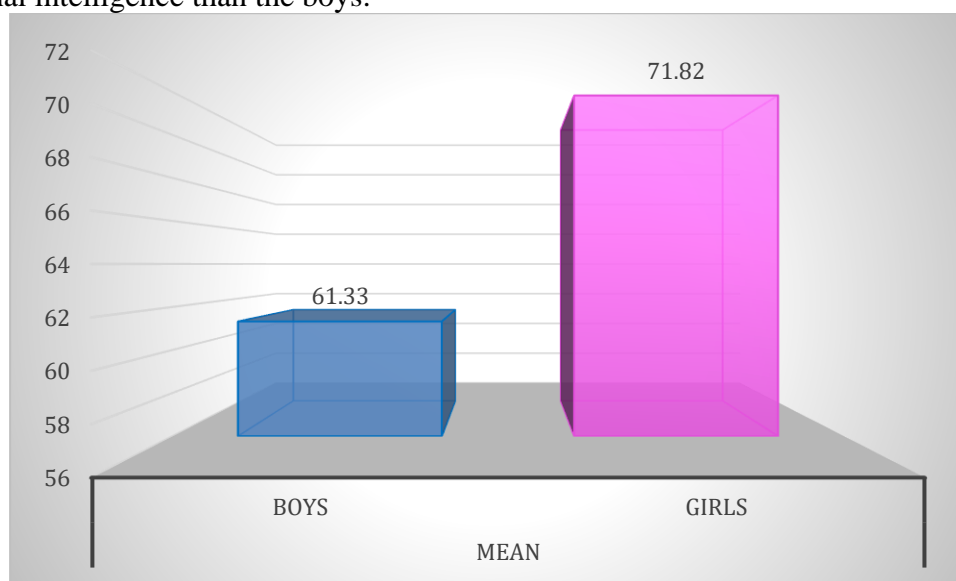
Gender	N	Mean	SD	SED	t Value
Boys	93	61.33	6.94	1.05	9.95
Girl	61	71.82	6.01		

df	0.05	0.01
152	1.98	2.61

Mean score of boys and girls are 61.33 and 71.82 respectively. Standard deviation of boys and girls are 6.94 and 6.01 respectively. Standard error of deviation is 1.05. Calculated t value is 9.95.

For df=152, table t values are 1.98 at 0.05 level and 2.61 at 0.01 level. Calculated t value is more than table t value at both the levels. Therefore, hypothesis is rejected and there is a significant value between mean scores obtained in Emotional Intelligence Test by boys and girls.

Moreover, mean score of girls is higher than the mean score of boys. Therefore, it is said that girls possess more emotional intelligence than the boys.



**Graph 1: Mean score of boys and girls**

#### 17. Finding of the study

Girls have more emotional intelligence than the boys.

## 18. Conclusion

The researcher has studied emotional intelligence of students of standard 9 of Kalol city. The researcher has chosen two different schools to perform this study. An Emotional Intelligence Test was constructed by the researcher with the help of experts. It was revealed that the girls possess more emotional intelligence than the boys.

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