

Sex difference on Emotional Intelligence among adolescents

*Mohini Agrawal**

Emotional Intelligence was initially conceptualized as a set of cognitive abilities to use emotions to maximum advantage for constructive results in various life situations. According to Goleman (1995) emotional intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships. He states that emotional intelligence will account for success at home, at school and at work. Mayer & Salovey (1997) proposed that "Emotional Intelligence involves the ability to perceive emotion accurately, appraise and express emotion, the ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth". It has been found in researches that adolescents having lower level of emotional intelligence are more prone to problematic, behaviour like depression, somatic symptomatology, alexithymia, tobacco and alcohol use, aggression, delinquency, inability to manage moods, inability to manage stressful condition and greater suicidal ideation and lower academic achievement. Higher level of emotional maturity gives rise to better handling of problematic situations.

The present study has been undertaken to find out sex difference on emotional intelligence among adolescents.

Objectives: - The present study was conducted with the following objectives:

- (i) To find out sex difference on Emotional Intelligence among adolescents studying in schools run by various educational agencies.
- (ii) To find out sex difference on Emotional Intelligence among adolescents studying in Government schools.
- (iii) To find out sex difference on Emotional Intelligence among adolescents studying in Recognized schools.
- (iv) To find out sex difference on Emotional Intelligence among adolescents studying in schools run by religious authorities.

Methodology: The present study belonged to the category of descriptive field survey type of research.

Sample: The sample of the study comprised of 360 students studying in schools run by various educational agencies affiliated to C.B.S.E. Board.

Tools: Emotional Intelligence Test developed and standardized by Mohini Agrawal and Kalplata Pandey was used to measure Emotional Intelligence. It has two parts.

* Senior Research Fellow, Department of Education, M. G. Kashi Vidyapith, Varanasi.

Emotional intelligence Test Part- I measure perception, appraisal and expression of emotions. Emotional Intelligence Test Part-II measures understanding one's own and other emotions as well as reflective regulation or management of emotions in oneself and others. Test-retest reliability of Emotional Intelligence Test Part-I was found to be 0.69 and for Emotional Intelligence Test Part-II was found to be 0.80 Concurrent validity of EIT- part- I was 0.65 and EIT- Part II was obtained as 0.79.

Result and Discussion: - The results of analysis obtained are shown from table 1 to 4 Table 1 showing Sex difference on Emotional Intelligence among adolescents studying in schools run by various educational agencies.

Emotional Intelligence	Boys		Girls		t
	Mean	S.D.	Mean	S.D.	
1.Emotional Perception, Appraisal and expressions.	88.62	8.31	94.31	9.22	6.18**
2.Understanding and reflective regulation of emotions.	20.60	4.13	23.37	4.46	6.16**

** Significant at 0.01 level

Observation of the table shows that the obtained values of 't' are 6.18 for emotional perception, appraisal and expression of emotion, 6.16 for understanding and reflective regulation of emotions which is significant at 0.01 level. The direction of difference favours girls. It means that as compared to adolescent boys studying in secondary schools, adolescent girls studying in secondary schools are having greater ability to perceive, appraise and express emotions. Similarly they have more ability to understand and regulate emotion in themselves and others. It indicates that girls are more emotionally intelligent than their counterparts, the boys.

Table 2 showing Sex difference on Emotional Intelligence among adolescents studying in Government schools.

Emotional Intelligence	Boys		Girls		t
	Mean	S.D.	Mean	S.D.	
1.Emotional Perception, Appraisal and Expression.	86.33	7.68	91.23	9.07	3.20**
2.Understanding and reflective regulation of emotion.	18.34	3.58	21.45	3.63	4.78**

** Significant at 0.01 level

Observation of the table shows that there exists significant difference between adolescent boys and girls studying in Government schools as the obtained value of 't' (3.58 & 4.78) are significant at 0.01 level. The direction of difference is in favour of adolescent girls studying in Government schools. It indicates that adolescent girls have higher emotional perception, appraisal and expression of emotions as well as understanding and reflective regulation of emotions in comparison to their counterparts the adolescent boys studying in the same.

Table 3 showing Sex difference on Emotional Intelligence among adolescents studying in Recognized schools.

Emotional intelligence	Boys		Girls		t
	Mean	S.D.	Mean	S.D.	
1. Emotional Perception, Appraisal and Expression of emotion	86.71	8.46	92.12	9.07	3.38**
2. Understanding and reflective regulation of emotion	20.44	4.43	22.58	4.27	2.71**

**Significant at 0.01 level

Observation of the table shows that there exists significant difference between adolescent boys and girls studying in Recognized schools. The direction of difference favours girls. It means that adolescent girls have higher emotional perception, appraisal and expression of emotions as well as understanding and reflective regulation of emotion in comparison to their counterparts the adolescent boys studying in Recognized school.

Table 4 showing Sex difference on Emotional Intelligence among adolescents studying in schools run by religious authorities.

Emotional intelligence	Boys		Girls		t
	Mean	S.D.	Mean	S.D.	
1. Emotional Perception, Appraisal and Expression of emotion	92.82	8.79	97.44	9.23	2.89**
2. Understanding and reflective regulation of emotion	23.02	4.38	26.98	5.48	4.83**

**Significant at 0.01 level

Observation of the table shows that there exists significant difference between boys and girls studying in schools run by religious authorities on emotional intelligence as the obtained value of 't' are 2.89 and 4.83. The direction of difference favours girls. It

means that girls studying in schools run by religious authorities possess greater emotional intelligence than their counterparts, the boys.

On the basis of the finding mentioned above it can be inferred that adolescent girls possess higher level of Emotional Intelligence in comparison to adolescent boys studying in Government, Recognized and schools run by religious authorities. This finding is supported by the finding of Singh (1993), Sjoberg (2001), Chauhan and Bhatnagar (2003), Parker et al (2004), Austin et al (2005), who found that girls scored higher than boys on Emotional Intelligence. This finding is in contrast with the finding of Gakhar (2003), who found that boys have higher emotional maturity than girls. It seems that generally boys are tough minded, rational and practical. They give preference to independence and autonomy whereas girls are more threatened by rupture in their relationship. Resultantly girls become adept at reading both verbal and non-verbal emotional signals. They are able to communicate their feelings adeptly.

References:

- Austin et al (2005): A Preliminary study of emotional intelligence, empathy and exam performance in first year medical students. *Personality and Individual difference* 39, 1395-1405.
- Chauhan and Bhatnagar (2003): Emotional maturity, emotional expression and emotional quotient of adolescent students. *Journal of Community Guidance and Research*, Vol. 20(2) 157-167.
- Gakhar, S.C. (2003) : Emotional maturity of students at secondary stage, *Journal of Indian Education* 29(3) 100-105.
- Goleman, D. (1995) : Emotional Intelligence, Bantam books, New York.
- Mayer and Salovey (1997): What is emotional intelligence in P. Salovey and D.J. Sluyter (eds.) *Emotional Development and Emotional Intelligence*, 1-31 Basic books New York.
- Parker, et al (2004): Academic achievement in high school does emotional intelligence matter? *Personality and Individual difference* 37 (2004), 1321-1330.
- Singh, R.P. (1993): A study of emotional maturity of male and female students of upper and lower SES. *Praachi Journal of Psychocultural Dimensions*, 9, 15-19.
- Sjoberg, L (2001): Emotional Intelligence measured in highly competitive testing situation, SSF/EFI working paper series in Business Administration No. 2001:13, 1-27.