



Emotional Intelligence Of Higher Secondary School Students With Respect To Their Gender

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Abstract

The present study aims to know emotional intelligence level of higher secondary school students with respect to their gender. In this study descriptive survey method was used for collecting the data. The researcher utilized simple random sampling methods for selecting the sample simple random sampling was employed to select 300 higher secondary students, out of which 80 males and 80 females. The researcher used a single scale to collect data which was by Emotional Intelligence Test developed by Alejandra Salazar (2017). To analyze the data mean (M), standard deviation (SD) and 't'-test have been used by the researcher. The study found that the majority of both male and female students have an average level of emotional intelligence. The study revealed that there was no significant difference in emotional intelligence between male and female students. The study revealed that there was no significant difference in emotional intelligence between male and female students.

Keywords: Emotional Intelligence, Higher Secondary School Students, Gender

Introduction

The most important goal of education is the all-round development of the student. The phrase "all-round development" refers to the comprehensive growth of a student in various aspects such as intellectual, emotional, social, and physical development. In the past, the focus was primarily on general and traditional intelligence, but with the emergence of the concept of emotional intelligence, there is now recognition that

the complete development of an individual's personality involves the integration of both conventional intelligence and emotional intelligence. Emotional intelligence (EI) refers to the ability to recognize, understand, manage, and utilize emotions effectively in one self and others. It involves several key components: self-awareness, which is the ability to recognize and understand one's own emotions; self-regulation, which involves managing and controlling one's emotional responses; motivation, which refers to using emotions to drive positive action and persevere in the face of challenges; empathy, which is the ability to recognize and understand the emotions of others; and social skills, which involve managing relationships and building networks effectively.

Need And Significance of the Study

Emotional Intelligence is considered as an important determiner for success in both professional and personal aspects of life. Identifying potential differences in emotional intelligence between male and female students can help educators and policymakers as tailor interventions that address specific emotional and social needs, ensuring balanced emotional development. Insights from this research can guide curriculum development, promoting emotional intelligence enhancing activities and programs that are sensitive to gender, thereby improving students' overall academic performance and personal growth. By highlighting the emotional needs of students based on genders, the research can contribute to reducing educational disparities, ensuring that all students require the emotional support to succeed academically and socially.

Review of Literature

Venukapalli (2023) conducted a study on the emotional intelligence and self-efficacy of pre-service teachers. This study's results reveal that there is a weak positive relationship between the emotional intelligence of pre-service trainee teachers and their self-efficacy perceptions.

Wang (2022) investigating the relationship between teacher emotional intelligence, work engagement, self-efficacy, and student academic performance. The results of the study showed that work engagement acted as a partial mediator in the relationship between emotional intelligence and student achievement. Furthermore, a moderated mediation analysis revealed that the positive impact of work engagement on student performance was stronger for teachers with high self-efficacy than for those with lower self-efficacy.

Dar and Geelan (2022) tried to examine emotional intelligence among secondary school teachers. The study's findings highlighted significant differences in overall emotional intelligence scores among the teachers, particularly in the dimensions of "self-awareness" and "social skills."

Objectives of the Study

To find out the difference in emotional intelligence of higher secondary school students in terms of Gender.

HYPOTHESES OF THE STUDY

Influence of Presage Variables of Higher Secondary Students on Emotional Intelligence

There is no significant difference in the mean scores of Emotional difference with respect to Gender (Male/Female).

Research Methodology

Population Of The Sample: Here, in this research work, the population has been considered by including 11th grades students from Chennai educational district.

Tools Used

The **EMOTIONAL INTELLIGENCE TEST** was developed by **Alejandra Salazar (2017)**. Alejandra is a clinical and health psychologist. She is a child specialist with a diploma in evaluation and intervention in autism. She has worked in different schools with young children and private practice for over 6 years. She is interested in early childhood intervention, emotional intelligence, and attachment styles. The test consists of 24 statements.

Emotional Intelligence Test

Reliability

Reliability of Emotional Intelligence Test was established using test-re-test method. The reliability was computed and it was found to be (0.79). Hence the tool was highly reliable.

Validity

The index of validity, which is the square root of reliability and it was found to be (0.89). Hence the tool is valid for the present study.

HYPOTHESIS

There is no significant difference in the mean score of Emotional Intelligence of Higher Secondary Students with respect to Gender.

The Mean, SD and t value were calculated for Emotional Intelligence with respect to Gender and the same are given Table 1.

Table 1: Mean, SD and t value for Emotional Intelligence with respect to Gender

Variable	Sub sample	N	Mean	SD	t value	P value	LS
Emotional Intelligence	Male	471	86.78	12.940	0.760	0.448	NS
	Female	329	87.50	13.421			

Interpretation

The analysis of Emotional Intelligence scores with respect to gender shows that **males (Mean is 86.78, SD is 12.940)** and **females (Mean is 87.50, SD is 13.421)** do not differ significantly. The calculated **t-value (0.760)** with a **p-value of 0.448** is greater than the 0.05 level of significance. Hence, the difference between male and female students' Emotional Intelligence is statistically **not significant**.

Reason

The findings reveal that gender has no significant influence on Emotional Intelligence among the students in the sample. Male and female students demonstrate almost equal levels of Emotional Intelligence implying that abilities such as self-awareness, empathy and interpersonal relations are more strongly influenced by personal and environmental conditions (including upbringing, learning environment and life experiences) rather than by gender

Findings

The difference between male and female students' emotional intelligence is statistically **not significant based on Gender**. Male and female students demonstrate almost equal levels of emotional intelligence.

Recommendations

- **Teacher Preparation:** Continuous professional development must be offered to teachers, equipping them with classroom strategies such as role-play, reflective dialogue, and collaborative exercises to cultivate EI among students.
- **Parental Orientation:** Parents—particularly those with limited formal education—should be engaged through awareness programs that demonstrate effective emotional regulation and communication practices at home.
- **Bridging Gaps:** Special interventions are needed in rural and government-run schools to provide students with opportunities to strengthen EI, thereby addressing the disparities highlighted in the study.

Conclusion

According to result of this study, it is clear that the most students fall within the average category of emotional intelligence. Notably, very few participants falling into the high emotional intelligence category. This highlights the need for focused interventions to help raise emotional intelligence levels. The research also indicates that there are no notable gender-based differences in emotional intelligence, nor are there significant variations between students from urban and rural backgrounds. It is recommended that educational institutions implement targeted interventions and support systems focusing on enhancing

students' emotional intelligence skills to foster a conducive learning environment and improve overall well-being.

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