



Full Length Research Paper

Poignant intelligence dissimilitude of adolescent boys and girls

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The objective of this study was to compare adolescent boys and girls on emotional intelligence. Male and female adolescents (N=100 each) were randomly selected from four high and higher secondary schools of Educational Zone Yaripora (District -Kulgam, Kashmir, India). Emotional intelligence scale by Hyde and his colleagues was used for the collection of data. „t“ Test was used to analyze the data. After analysis of the results, the following were found. Adolescent boys and girls differ significantly so far as their self-motivation is concerned. Adolescent boys are found to be more responsible, better able to make intelligent decisions using a healthy balance of emotions and reasons. There is significant difference between adolescent boys and girls so far as their integrity is concerned. Boys are found to be more aware of their weakness than girls. Their belief is also found to be stronger than that of girls. Adolescent boys differ significantly from adolescent girls on “self-development” dimension of emotional intelligence. Boys are found to be more popular and better linked by their peers than girls. There is a significant difference between adolescent boys and girls so far as their value -orientation is concerned. Boys are found to be better in maintaining the standards of integrity. Adolescent boys and girls differ significantly on composite score of their emotional intelligence. Boys are found to have higher level of emotional intelligence than girls.

Key words: Emotional intelligence, adolescent boys, adolescent girls, emotional stability, managing relations, empathy and altruistic behavior.

INTRODUCTION

During the last 20 years, emotional intelligence has become an increasingly popular topic within the fields of psychology and management. The last decade of the 20th century is infact considered to be the best gift to the international community of psychological sciences, as it is known for the best discovery related to emotional intelligence. The impressive growth of emotional intelligence in scholarly work has been partially fueled by claims that emotional intelligence is as strong a predictor of job performance as is IQ (Goleman, 1995).

Earlier, it was thought that performance is the outcome of certain abilities, collectively known as intelligence. However, increasingly, it has been realized that besides intelligence, emotions are equally or even more responsible, for performance. For people with identical IQs, some outperform others. This suggests something beyond which IQ is at work. That something or a large

part of it, is EQ. When emotions are acknowledged and guided constructively, they enhance performance. Unlike IQ, EQ can be developed and nurtured even in adulthood and can prove fruitful to one’s health, relationship and performance. EI can be learned and gradually developed unlike IQ which after a particular age cannot be developed. EI is developed through experience. Competencies keep on growing through experiences, people get better and better in handling emotions, influencing others and in social adroitness.

Various studies have shown that high EI can lead to team camaraderie and increased productivity (Johns on and Indvik, 1999), better performance (Ashkanasy et al., 2003) and positive peer relations (Mayer et al., 1999; Rice, 1999; Salovey et al., 2001). On the basis of review of literature, Vakola et al. (2004) reported that people with high level of EI show more career

success (Dulewicz and Higgs, 1998; Weisinger, 1998), lead more effectively (Cooper and Sawaf, 1997; Higgs and Rowland, 2002; Palmer et al., 2000; Prati et al., 2003) and are more adaptable to stressful events (Nikolaou and Tsaousis, 2002; Slaski and Cartwright, 2002). On the other hand, low EI at work brings a plethora of negative emotions, like fear, anger, and hostility. These negative emotions use up a lot of energy, lower morale, absenteeism, apathy, and are effective block to collaborative effort (Bagshaw, 2000).

Mayer et al. (1999) found that EI positively correlates with parental warmth, empathy and parenting life styles. Martinez (1999) studied the effect of parental behavior on EI and observed that modeling, encouragement, facilitation and reward have positive effects on EI. Child rearing practices influence emotional intelligence of an individual to a great extent (Bajaj, 2005). Khan and Asma (2012), in a study on "Emotional Intelligence and

Academic Achievement of Children of working and non-working mothers", have found that children of non-working mothers are more emotionally intelligent than children of working mothers. The study indicates that the mothers separation from and presence to her children, influences the emotional intelligence of children to a large extent.

From the aforementioned studies, it is clear that a very few studies have been conducted on EI in relation to different variables such as academic achievement, creativity, leadership, etc., but in Kashmir, no study has been conducted on emotional intelligence among adolescent boys and girls. Therefore, the present investigator makes a humble attempt to study the EI among adolescent boys and girls.

Objectives of the study

The objectives of this study are:

- To study the emotional intelligence of adolescent boys and girls.
- To find out the level of emotional intelligence among adolescent boys and girls.

Null hypothesis

The following hypotheses were framed for the purpose of the present study:

1. There is no significant difference between adolescent boys and girls on emotional intelligence (factor wise).
2. There is no significant difference between adolescent boys and girls on EI (composite score).

Operational definition of variables

1. Adolescent boys: Adolescent boys, in the present study refer to those subjects who fall in the age range of

14-15 and studying in class 9th.

2. Adolescent girls: These girls who fall in the age range of 14-15 and studying in class 9th.

3. Emotional intelligence: Scores gained by sample subjects on EI inventory (Hyde et al., 2001). The scale consists of ten factors. These are: self awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behavior.

METHODOLOGY AND PROCEDURE

Sample

The sample of the present study was collected from Government High and Higher Secondary Schools of the District Kulgam of J&K State (India). There are six educational zones in District Kulgam. Out of these six zones, only one zone (Yaripora zone) was randomly selected for the proposed study. In Educational Zone Yaripora, there were eight Government High and Higher Secondary Schools; only four schools (3 Government High Schools and one Government Higher Secondary School) were randomly selected for the selection of the sample. The students of 9th class were selected with understanding that they are mature to judge about themselves. Male adolescent students were randomly selected (N=100) and an equal number of female adolescent students were randomly selected (N=100) from the four Government High and Higher secondary schools of Yaripora zone. The age of the sample subjects ranged from 14 to 15 years.

Tools used

Emotional Intelligence Scale (EIS) by Hyde et al. (2001) was used for the collection of data. It is one of the most widely used emotional intelligence scale. The final form of the scale consisted of 34 items. The scale comprises ten factors namely: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior.

STATISTICAL ANALYSIS

After the scoring of EIS was completed, the data were subjected to statistical analysis by applying „t“ test in order to get an understanding of emotional intelligence of adolescent boys and girls. Line graph and bar graph were plotted in order to make the result transparent. All the statistical information are presented in Table 1.

DISCUSSION AND INTERPRETATION

The data shown in Table 1 are discussed here under. The perusal of Table 1 makes it clear that there is

Table 1. Significance of mean difference between adolescent boys and girls (N=100 each group) on 10 factors and composite score of emotional intelligence.

Group	Factor	\bar{X}	S.D	t
Adolescent boys Adolescent girls	„A“ Self Awareness	14.98 14.53	3.11 2.75	1.07*
Adolescent boys Adolescent girls	„B“ Empathy	18.16 18.22	2.73 3.12	0.15*
Adolescent boys Adolescent girls	„C“ Self-Motivation	21.9 20.85	4.00 3.50	1.98**
Adolescent boys Adolescent girls	„D“ Emotional Stability	14.23 13.78	2.62 2.53	1.25*
Adolescent boys Adolescent girls	„E“ Managing Relations	15.27 14.91	3.15 2.85	0.86*
Adolescent boys Adolescent girls	„F“ Integrity”	10.83 9.98	2.39 2.40	2.5**
Adolescent boys Adolescent girls	„G“ Self-Development	7.48 6.54	2.02 1.79	3.62***
Adolescent boys Adolescent girls	„H“ Value Orientation	7.37 7.4	1.63 1.46	3.14***
Adolescent boys Adolescent girls	„I“ Commitment	7.13 6.94	1.85 1.85	0.79*
Adolescent boys Adolescent girls	„J“ Altruistic Behaviour	7.31 7.2	1.80 1.95	1.20*
Adolescent boys Adolescent girls	TEI	124.66 119.81	13.88 11.97	2.65***

Note: * - Not significant; ** - significant at 0.05 level; *** - significant at 0.01 level.

no significant mean difference between adolescent boys and girls on factors – A (self-awareness), B (empathy), D (emotional stability), E (managing relations), I (commitment) and J (altruistic behaviour) of emotional intelligence. Therefore, no decisive decision can be taken about these factors. The table makes it obvious that the mean score of adolescent boys (21.9) in terms of factor – C (self motivation) is more as compared to adolescent girls (20.85). The obtained „t“ value is 1.98, which is statistically significant at 0.05 level. The table shows that adolescent boys and girls differ significantly on factor – C (self-motivation). Adolescent boys are found to be more responsible, better able to make intelligent decisions using a healthy balance of emotions and reason, better able to focus on task at hand and pay

attention. They have more control over their feelings as compared to adolescent girls. They show improved scores on achievement tests. The reverse is true about adolescent girls.

The result seems to be justified on the basis that adolescent boys want to get a lot of prestige in the society in order to dominate the girls. In Kashmir, boys receive lot of encouragement, rewards, freedom, enthusiasm and financial help from the side of their parents, especially from father, while adolescent girls are slightly deprived from such things. Moreover, adolescent boys stand more tolerant in any difficult situation than girls. Furthermore, adolescent boys want to go ahead of the girls because they dislike the domination of girls. In Kashmir State, boys get more support and encouragement

than girls and this makes girls to feel that they are a weaker sex which affects their level of confidence and motivational power.

From the table, it is clear that the mean score of adolescent boys (10.83) is more than the mean score of adolescent girls (9.98) on factor – F (integrity). The obtained „t“ value is 2.5 which is significant at 0.05 level.

The table shows that adolescent boys and girls differ significantly so far as their integrity is concerned. Adolescent boys are more aware of their weakness than girls. Boys are found to be goal oriented and their belief is found to be strong.

The result seems to be justified on the basis that adolescent boys are found to be more ambitious to gain something better in society. In Kashmir, as parents expect a lot from their sons than daughters so they (parents) pay enough attention and enough time to better their future. They correct their errors and encourage them to become goal oriented. Parents of today encourage their boys so much that they (boys) attain lot of confidence to stand up on their firm beliefs. Moreover, boys are more exposed to social situations as compared to girls, which make boys to be aware of their weakness.

The table makes it clear that the mean score of adolescent boys (7.48) on factor – G (self development) is more than the mean score of adolescent girls (6.54). The obtained „t“ value is 3.62 which is significant at 0.01 level. The table shows that adolescent boys and girls differ significantly so far as their self development is concerned. In this factor, it was found that adolescent boys are more popular and better linked by their peers. They are found to be able to handle a number of tasks than girls. They are having more ability to identify and separate their emotions and developing themselves even when the job does not demand it.

The result seems to be justified on the grounds that boys are more exposed to social situations than girls; with the result they become better aware of themselves and seek to develop more mature relationships with peers and friends. Struggle is the nucleus of human life and human development. In Kashmir, boys are striving and struggling more than girls to meet the demands of the society and this helps them to become more aware about themselves and more developed. As in Kashmir, the men have necessarily to earn in order to get married, whereas it is not compulsory for women to have a job to be married at least in rural Kashmir. Therefore, adolescent boys strive more for self development than girls.

The table makes it clear that the mean score of adolescent boys (7.37) is greater than the mean score of girls (7.04) on factor – H (value-orientation). The obtained „t“ value is 3.14, which is significant at 0.01 level. The table shows that adolescent boys and girls differ significantly so far as their value orientation is concerned. Adolescent boys are found to be better in maintaining the standards of honesty and integrity. The result seems to

grounds that in Kashmir state, boys are more exposed to social situations than girls. Therefore they are more value oriented than girls.

The table depicts that the mean score of adolescent boys (124.66) is greater than the mean score of adolescent girls (119.81) on composite score of emotional intelligence. The obtained „t“ value is 2.65 which is significant at 0.01 level. Thus, it is clear that adolescent boys are more responsible and they have more control over their feelings, they are more aware of their weakness and are stronger in their beliefs, better linked with their peers and better in maintaining the standards of integrity than adolescent girls.

The results, as presented in Table 1 on all the ten factors of emotional intelligence are further substantiated. The difference between adolescent boys and girls is distinct on the four factors of EI. These four factors are: C (self motivation), F (integrity), G (self-development) and H (value-orientation). While for the remaining six factors, the difference is less.

The results discussed in Table 1, on the composite score of EI are presented which substantiate that there is a remarkable difference between adolescent boys and girls on composite score of emotional intelligence. Adolescent boys have high emotional intelligence in comparison to adolescent girls. The obtained results of the study are in line with the findings of the study reported by Chu (2002). He found that male adolescents have higher level of emotional intelligence than that of female adolescents.

Therefore, the null hypotheses which postulate that:

H₀: “There is no significant difference between adolescent boys and girls on emotional intelligence (factor wise)” is partially accepted.

H₀: “There is no significant difference between adolescent boys and girls on emotional intelligence (composite score)” is rejected.

Conclusion

The following conclusions have been drawn from the intensive investigation of the present study as a result of the systematic statistical method as well as the qualitative analysis of data:

1. The study has shown that adolescent boys and girls differ significantly as far as their self-motivation is concerned. Adolescent boys are found to be more responsible, better able to make intelligent decisions using a healthy balance of emotions and reasons.
2. It has been found that there is significant difference between adolescent boys and girls as regards their integrity. Boys are found to be more aware of their weakness than girls. Their belief is also found to be stronger than girls.
3. The study has revealed that adolescent boys differ

significantly from adolescent girls on “self-development” dimension of emotional intelligence. Boys are found to be more popular and better linked by their peers than girls.

4. The study has indicated that there is a significant difference between adolescent boys and girls so far as their value-orientation is concerned. Boys are found to be better in maintaining the standards of integrity and honesty.

5. It has been found through the study that adolescent boys and girls differ significantly on composite score of their emotional intelligence. Boys are found to have higher level of emotional intelligence than girls.

SUGGESTIONS

1. The present study will help the parents, teachers, administrators and counselors to understand the „emotional intelligence” of adolescents and help them in raising the level of Emotional Intelligence (EI) among those who lack it.

2. The present study will prove beneficial for educators, parents, counselors, etc., for providing better knowledge about this vital component of success and its important predictors.

3. Government should develop emotional awareness training programs for adolescents that can help them to cope with the hard challenges of life easily and readily.

4. The Government should develop emotional training and treatment programs for low emotional intelligence individuals so that they can maintain their career, health and behavior properly.

5. The present study should be replicated on a large sample in order to widen the scope of generalization.

6. The present study should be explored widely, as there is dearth of research work, especially in Kashmir.

7. Studies should be conducted to observe the effect of counseling on the EI of adolescents having low emotional intelligence.

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