

Emotional intelligence: counselling effect and gender difference among secondary students

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ABSTRACT

The aim of this research is to investigate the Emotional intelligence among secondary school students. and it's also assessed the gender difference and effects of counselling on emotional intelligence. Data was collected through purposive sampling from students of Kota city. t value is calculated to assess the difference between emotional intelligence among boys and girls. The finding of the study showed that students were having 'Average' Emotional intelligence in pre- and post-testing. Study also showed that in pre testing of emotional intelligence which shows that girls were having more Emotional intelligence level than boys and in post testing of emotional intelligence has no gender difference. It is also found that guidance and counselling doesn't have significant role during adolescence age of students on emotional intelligence.

Keywords: *Emotional intelligence, secondary students, Adolescence age*

Emotional intelligence is a form of intelligence that involves the ability to monitor feelings and emotions of his own self and of other people to differentiate among them and to use this information to guide one's thinking and actions. It is important for good communication with others and is therefore a gateway to better learning, friendships, academic success and employment. Such Skills developed in our formative years, at school, often provide the foundation for future habits later on in life. There is significant correlation between main components of emotional intelligence including Self-motivation, Self-awareness, Self-regulation, Social consciousness, Social skills and students' academic achievement also there is meaningful difference between male and female students emotional intelligence. in many research studies emotional intelligence conclude many results that Males have high emotional intelligence as compare to females (Summiya Ahmad, Hayat Bangash and Sheraz Ahmad Khan (2009), Mukesh Kumar Panth & Akansha Patel (2015), Azita Joibaria, Niloufar Mohammad taheerib (2011) Mahatma F. Bachchan, Rabindranath N. L and Srinivasa H. Azad (2016) On the basis of studies there is positive relation between E.Q and academic achievement (Azizi Yahaya, Ng Sar Ee Juriah @ Daing Junaidah Bachok, Noordin Yahaya (2012) Zahyah Hanafi 2016) On the basis of studies girls

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having more emotional intelligence as compare to boys (Fataneh Naghavi, Marof Redzuan (2011) S. Katyal and E. Awasthi (2005))

Objectives

1. To compare the Emotional intelligence of secondary Boys and Girls students.
2. To impact the counselling on Emotional intelligence among secondary school students.

Hypothesis

1. There is significant difference in Emotional intelligence among boys and girl.
2. There is a significant effect of counselling on Emotional intelligence.

METHODOLOGY

The sample consisted of 120 (60 girls & 60 boys) students, selected randomly from 9th students in Kota. In the present study, the research used purposive sampling as a method used for the collection of data from school students in Kota.

Variables

Independent variable: Emotional intelligence

Dependent variables: Gender, Counselling

Sample for the study

The study was conducted on 120 students of class 9th those were studying in 2 schools of Kota city, Rajasthan. The sample of 120 students was divided in 60 girls and 60 boys for the study. The sample was selected through random sampling. Testing was done for 2 times after finishing the 8th class and 2nd after 9th class.

Tool

The Schutte Self-Report Emotional Intelligence Test (SSEIT) is a method of measuring general Emotional Intelligence (EI), using four sub-scales: Emotion perception, utilizing emotions, managing self- relevant emotions, and Managing others' emotions. The SSEIT is structured off of the EI model by Salovey and Mayer (1990). The SSEIT model is closely associated with the EQ-I model of Emotional Intelligence. The SSEIT includes a 33-item self-report using a 1 (strongly agree) to 5 (strongly disagree) scale for responses. Each sub-test score is graded and then added together to give the total score for the participant.

Statistical techniques

For the present study statistical techniques Mean, standard deviation, t-test and correlation will be used to analyse the data.

Data collection

After giving questionnaire, purpose, rules and procedure of the study was explained to the subjects and the responses sheets were collected back after the allotted time.

Scoring

Scoring was done according to the scoring scheme of the tool given in the manual; in this way every subject obtained an overall Emotional intelligence score.

ANALYSIS AND INTERPRETATION OF DATA

Table 1: Gender difference of Emotional intelligence in pre and post testing

S N	Emotional intelligence pre test						Emotional intelligence post test			
		N	Mean	SD	p-value	Level of significance	Mean	SD	p-value	Level of significance
1	BOYS	60	121.27	11.92	0.049	Significant	122.8	11.39	0.345	Not significant
	GIRLS	60	125.43	11.34			124.7	10.55		

In Table 4.1(b) the statistical analysis of emotional intelligence that the p- value between boys and girls was .049 which was significant in pre testing which shows that girls were having more E.Q level than boys and in post testing p value between boys and girls was 0.34 which means no gender difference in E.Q.

Graph –1 Gender difference of E.Q in pre and post testing

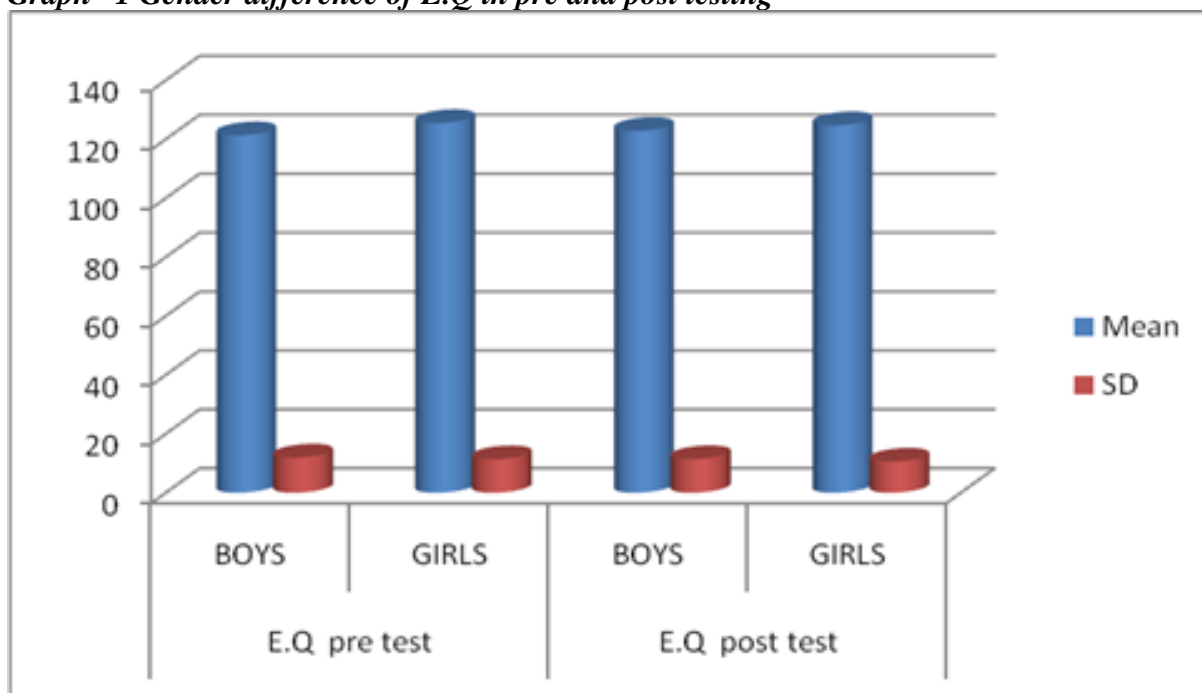
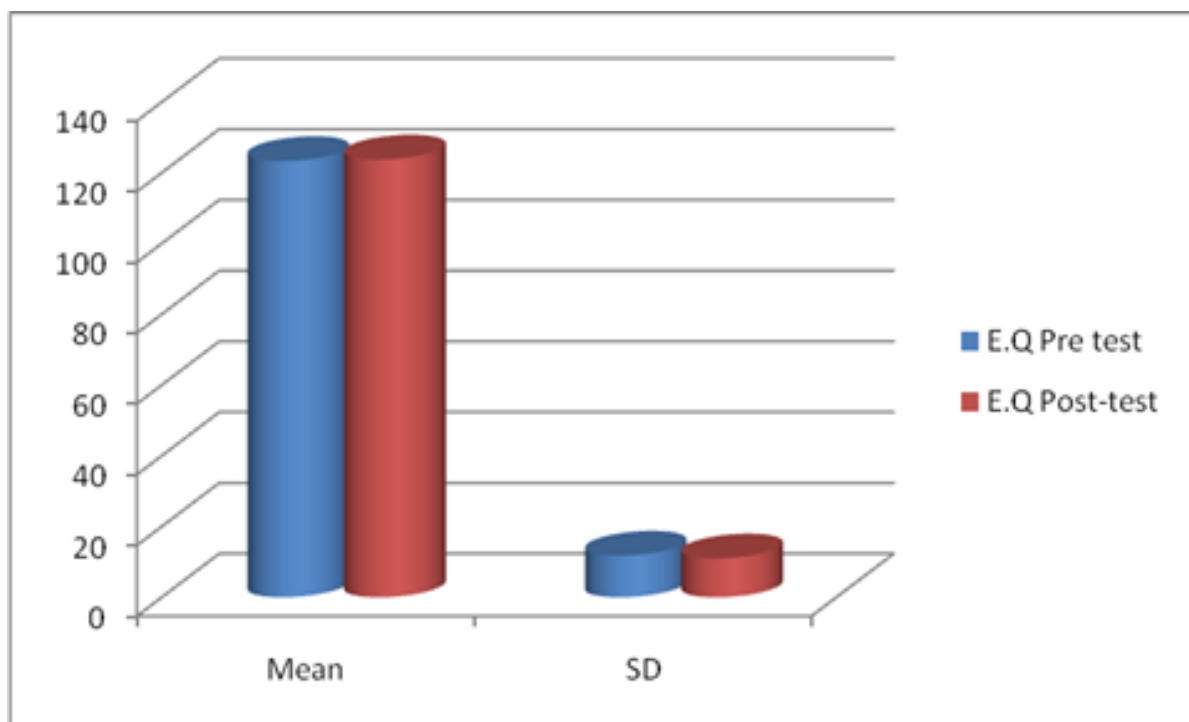


Table 2 counselling effect on Emotional intelligence

S.NO	Dependent variable	N	Pre- test (IX)		Post-test (IX)		p- test	Level of significance
			Mean	SD	Mean	SD		
1	Emotional intelligence	120	123.32	11.77	123.75	10.98	0.77	Not significant

Table 2 reveals the students mean value of E.Q is 123.32, 123.75 in pre-test and post testing respectively. And p-test between pre- and post-testing value was 0.77 which is not significant that means there was no significant difference in E.Q pre-testing and post-testing. it means guidance and counselling doesn't have significant role on emotional intelligence.

Graph-2 Mean, SD & t test value of Emotional intelligence in pre & post testing



RESULTS AND DISCUSSION

It was concluded from the above statistical data that in the beginning of 9th class at the time of pre testing students Emotional intelligence was in average category and girls were having more Emotional intelligence than boys. This result supports with the studies by Naghavi, Marof Redzuan (2011), S. Katyal and E. Awasthi (2005) after given the two counselling interventions it showed that students Emotional intelligence was also in average category in post testing that means there was not any significant change. this result supports with the study by Reshmi Shanmugham (2019). This study says that counselling doesn't changes in Emotional intelligence of students in a short period of time. This result gets support from many sites that complete command over emotion is not possible. Emotional intelligence can't happen in a short period of time according to Justin bariso (2016). Emotional intelligence can raise with careful exercise and habit. Emotions can be studied over a short period of time which are also partially affected by our childhood experiences and inheritance. This does not imply that we can't change it, but practically with much devotion and direction a lot of improvement can be done in a long duration. Technically we can say that maturity comes with age that is Emotional intelligence increases with age even without considering the interventions which was supported by Thomas Chamorro (2013).

CONCLUSION

Emotional intelligence was in average category at the time of first testing and after the two interventions of counselling students having average category in post testing. girls were having more emotional intelligence than boys in both pre and post testing.

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Emotional intelligence: counselling effect and gender difference among secondary students

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Conflict of Interest

The author declared no conflict of interest.

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