

Adolescent's Emotional Intelligence: A Comparison of School and Gender Differences

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ABSTRACT

The objective of this study was to assess the level of emotional intelligence among adolescents. A group of 1500 adolescents, aged 15 to 17 years, from private and government schools were chosen for the study. While selecting samples, equal numbers of male and female adolescents were selected using a convenient method from an equal number of private and government schools. The Inventory for emotional intelligence by Dr. S.K. Mangal and Mrs. Shubhra Mangal was used. Statistical analysis of the data was applied for statistical analysis of the data and to find out significant differences among adolescents. Statistical analysis of the scores says there is no significant difference in the emotional intelligence level of male and female adolescents studying in private schools. The same is observed for those studying in government schools. Among male adolescents, those studying in private schools have a higher level of emotional intelligence as compared with those studying in government schools. The same trend is observed for female adolescents. It is suggested that corrective measures should be taken by schools to improve the mental health of adolescents.

Keywords: *Adolescents, Emotional intelligence, Gender, Private schools, Government schools*

Adolescence is the period during which a person develops the ability to think beyond the present moment, to imagine its consequences and the future, and to comprehend the complexities of relationships. They are exposed to new events, which frequently result in new and potentially powerful positive and negative emotional responses.

Academically gifted adolescents might be socially and interpersonally incompetent at times. Even if you have a high IQ, success does not always follow. Adolescents, on the other hand, may become more productive and successful at what they do by raising their emotional quotient, and they can also assist others become more productive and successful. Emotional intelligence is high. Understanding how to learn is the most important factor in a student's academic achievement. Confidence, self-control, communication skill, and cooperation are all important components of this knowledge. Emotional intelligence encompasses all of these characteristics. A bright teenager who is self-aware and naturally driven will almost certainly excel academically. Adolescents with strong emotional intelligence will have positive connections with their instructors and parents, which will aid their academic

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performance. Emotional intelligence abilities must be nurtured in order for children to regulate their emotions and conduct.

At this period of adolescence, emotional strain is rising by the day. Emotions are primal forces in nature that allow an organism to cope with situations that need the greatest amount of effort to survive. Emotions are a type of behaviour that may be both beneficial and harmful. Emotional maturity is achieved via a healthy emotional growth. Which is the result of various variables such as the home environment, school environment, society, and culture interacting. When a person is emotionally mature, he or she may make greater changes to oneself and others. He accepts reality and does not complain about little details.

Difficulties in regulating emotional intelligence are causing a slew of psycho-somatic issues in everyday life, including anxiety, tension, impatience, and emotional distress. As a result, emotional intelligence research is becoming a descriptive science. This inspires the researcher to undertake a comparative study of emotional maturity among senior secondary school pupils in Uttarakhand's Dehradun District.

REVIEW OF LITERATURE

One of the hottest subjects in applied psychology is emotional intelligence. It rose to prominence in the twentieth century. Emotional intelligence, according to Coleman and Andrew (2008), is the ability of a person to recognise their own and other people's emotions, to discriminate between different feelings and accurately label them, and to use emotional knowledge to drive thought and conduct.

Adolescents confront significant obstacles in their emotional development (Conger and Galambos, 1997). Their still-developing sense of self and emotional competence correspond to times when kids are faced with academic obligations, familial hardship, and a strong desire to fit in with their peers. The long-term consequences of emotional deficiency in adolescents are concerning, such as increased depression and anxiety (Fernández-Berrocal, Alcaide, Extremera, and Pizarro, 2006), whereas developing their emotional abilities may improve their coping skills, resulting in improved mental health in the long run (Downey, Johnston, Hansen, Birney, and Stough, 2010). The current EI research focuses on the creation of models and measures for management success in adult respondents. There had been little research on the adaptive function of emotional intelligence in adolescents (Malekar and Mohanty, 2009).

Individual differences in how people process emotion-laden information and how they relate emotional processing to general cognition were hypothesised by the Mayer and Salovey model. They also believe that this emotional ability can be manifested in adaptive behaviour. The Mayer and Salovey EI model, which is based on the intelligence model, aims to define emotional intelligence within the context of the normal intelligence standards (Mayer, Salovey, Caruso, and Sitarenios, 2003).

This model proposes that emotional intelligence is divided into two categories: (a) experiential ability, which is the ability to perceive, respond to, and regulate emotion without having to understand it; and (b) strategic ability, which is the ability to understand and manage emotions without having to have a good sense of them. Each section is then divided into two branches, giving rise to the term "four branch model." The four-branch model of emotional intelligence, on the other hand, refers to the four areas of competence that collectively represent the divisions of emotional intelligence. Emotional intelligence is

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separated into four sections in this model: (a) emotional perception, (b) emotional absorption, (c) emotional comprehension, and (d) emotional management (Mayer, Salovey and Caruso, 2004).

Research Problem

To study the level of emotional intelligence of adolescents based on school and gender differences.

Objectives

1. To investigate the degree of emotional intelligence among adolescents.
2. To compare the degree of emotional intelligence among adolescents based on gender.
3. To compare the degree of emotional intelligence among male and female adolescents based on school type.

Hypotheses of Study

- There is no significant difference in the degree of emotional intelligence between male and female adolescents studying in private schools.
- There is no significant difference in the degree of emotional intelligence between male and female adolescents studying in government schools.
- There is no significant difference in the degree of emotional intelligence of male adolescents studying in private and government schools.
- There is no significant difference in the degree of emotional intelligence of female adolescents studying in private and government schools.

RESEARCH METHODOLOGY

Tool Used:

The Inventory for Emotional Intelligence, developed by Dr. S.K. Mangal and Mrs. Shubhra Mangal, was used to collect data (Mangal and Mangal 2004).

Sample Collection and Population:

Adolescents studying at the senior secondary level at CBSE schools in Dehradun, Uttarakhand, make up the population. 1500 teenagers were chosen using a convenient approach. From the same number of private and government CBSE affiliated schools, an equal number of male and female teenagers were chosen.

Statistical Analysis of Data:

For each category of emotional state, the percentage, mean, and standard deviation were computed. t-test was applied to check significant difference in the degree of emotional intelligence level with regard to gender and type of schools.

ANALYSIS OF RESULTS

Profile of Emotional Intelligence of Male Adolescents Studying in Private Schools

Only 6.13 percent of 375 male adolescents in private schools had a very high level of emotional intelligence, while 6.4 percent have a high degree of emotional intelligence. A total of 73.07 percent of the population is found in the average and above average group. 3.2 percent of male adolescents have a very low degree of emotional intelligence. Table 1 shows that more male adolescents attending private schools have emotional intelligence levels that are average or around average.

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Table 1: Score of Emotional Intelligence for Male Adolescents from Private School

SN	N	%	Mean	SD	Variance	Level of EI
1	23	6.13	192.65	1.30065	1.6917	Extremely High
2	24	6.40	179.92	8.60145	2.93282	High
3	163	43.47	160.74	2.27055	5.15542	Above Average
4	111	29.60	138.29	6.42352	41.26159	Average
5	28	7.47	113.04	3.14445	9.88757	Below Average
6	14	3.73	99.92	3.85735	14.87912	Low
7	12	3.2	77.33	4.0973	16.78788	Extremely Low
Total	375	100	Mean:148.797	SD:25.28419	Variance: 639.29037	

Profile of Emotional Intelligence of Male Adolescents Studying in Government Schools

Only 6.93 percent of male adolescents in private schools have an upper level of emotional intelligence, with the majority of the population falling into the average and above average range (71.47 percent), and a small minority falling into the low and extremely low range. (Table 2)

Table 2: Score of Emotional Intelligence for Male Adolescents from Government School

SN	N	%	Mean	SD	Variance	Level of EI
1	12	3.2	193.25	1.13818	1.29545	Extremely High
2	14	3.73	179.64286	3.3422	11.17033	High
3	139	37.07	161.15108	2.52786	6.39005	Above Average
4	129	34.4	140.09302	5.41618	29.33503	Average
5	42	11.2	112.59524	2.75025	7.56388	Below Average
6	21	5.6	98.52381	5.76731	33.2619	Low
7	18	4.8	78.27778	4.02646	16.21242	Extremely Low
Total	375	100	Mean: 142.701	SD: 26.25291	Variance: 689.21537	

Profile of Emotional Intelligence of Female Adolescents Studying in Private Schools

Table 3 shows that only a small percentage of female adolescents in private schools have a low level of emotional intelligence. Only 1.60 percent of female adolescents have a poor or extremely low level of intelligence. In the average and above average group, there is a sizable population (78.66%). Female adolescents with a high or extreme degree of emotional intelligence make up 15.73 percent of the population.

Table 3: Score of Emotional Intelligence for Female Adolescents of Private School

SN	N	%	Mean	SD	Variance	Level of EI
1	27	7.2	188.37037	2.09667	4.39601	Extremely High
2	32	8.53	176.3125	3.62284	13.125	High
3	182	48.53	156.84699	3.52461	12.42287	Above Average
4	113	30.13	133.70796	5.92314	35.0836	Average
5	15	4.00	111.8	2.04241	4.17143	Below Average
6	04	1.07	99	6.37704	40.6667	Low
7	02	0.53	79.5	2.12132	4.5	Extremely Low
Total	375	100	Mean: 150.97374	SD: 19.97287	Variance: 398.91545	

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Profile of Emotional Intelligence of Male Adolescents Studying in Government Schools

Table 4 shows that 4.80% of female adolescents in government schools had an extremely low or very low level of emotional intelligence. A total of 10.67% of female adolescents have a high degree of emotional intelligence. The range of average level has a larger proportion.

Table 4: Score of Emotional Intelligence for Female Adolescents of Government School

SN	N	%	Mean	SD	Variance	Level of EI
1	19	5.07	187.84	2.0073	4.02924	Extremely High
2	21	5.6	174	4.83735	23.4	High
3	170	45.33	156.3	2.9469	8.68462	Above Average
4	118	31.47	133.75	5.9387	35.26814	Average
5	29	7.73	111.69	1.5143	2.2931	Below Average
6	10	2.67	98	4.2688	18.22222	Low
7	08	2.13	77.88	1.8077	3.26786	Extremely Low
Total	375	100	Mean:145.12	SD: 22.29374	Variance:497.01088	

First Hypothesis

Statistical Analysis of Emotional Intelligence Scores of Adolescents Studying in Private Schools

At a 1% level of significance, the calculated t-value is 1.3084, which is not significant. (See Table 5) As a result, we may accept the first hypothesis and conclude that there is no significant difference in the level of emotional intelligence between male and female adolescents in Dehradun's private schools.

Table 5: Significant difference in the degree of Emotional Intelligence of Male and female Adolescents Studying in Private Schools

Adolescents	Mean	SD	SEM	N	Result
Male	148.797	25.2842	1.30567	375	P Value: 0.1911 t-Value: 1.3084 SED: 1.664 Not Significant
Female	150.974	19.973	1.03140	375	

Second Hypothesis

Statistical Analysis of Emotional Intelligence Scores of Adolescents Studying in Government Schools

At a 1% level of significance, the calculated t-value is 1.3607, which is not significant (Table:6). As a result, we may accept the second hypothesis and conclude that there is no significant difference in the level of emotional intelligence between male and female adolescents in government schools.

Table 6: Significant difference in the degree of Emotional Intelligence of Male and female Adolescents Studying in Government Schools

Adolescents	Mean	SD	SEM	N	Result
Male	142.70	26.2529	1.355694	375	P Value:0.1740 t-Value: 1.3607 SED: 1.779 Not Significant
Female	145.12	22.2937	1.151242	375	

Third Hypothesis

Statistical Analysis of Emotional Intelligence Scores of Male Adolescents Based on School Type

At a 1% level of significance, the calculated t-value is 3.2388, which is higher than the table value. (Table:7). As a result, we can rule out the third hypothesis and conclude that male adolescents in private and government schools have significantly different levels of emotional intelligence.

Table 7: Significant difference in the degree of Emotional Intelligence of Male Adolescents Studying in Private and Government Schools

Male Adolescents	Mean	SD	SEM	N	Result
Private Schools	148.797	25.2842	1.30567	375	P Value:0.0013 t-Value: 3.2388 SED: 1.882 Very Significant
Govt. Schools	142.797	26.2529	1.355694	375	

Fourth Hypothesis

Statistical Analysis of Emotional Intelligence Scores of Female Adolescents Based on School Type

At a 1% level of significance, the calculated t-value is 3.7871, which is higher than the table value. (See Table 8). As a result, we can rule out the fourth hypothesis and conclude that there is a substantial difference in emotional intelligence between female adolescents in private and government schools.

TABLE 8: Significant difference in the degree of Emotional Intelligence of female Adolescents Studying in Private and Government Schools

Female Adolescents	Mean	SD	SEM	N	Result
Private Schools	150.9737	19.9729	1.031396	375	P Value:0.0002 t-Value: 3.7871 SED: 1.456 Extremely Significant
Govt. Schools	145.12	22.2937	1.151242	375	

INTERPRETATION AND CONCLUSION

When compared to government school adolescents, private school adolescents have a greater degree of emotional intelligence. According to the findings of this study, there is a substantial difference in emotional intelligence between male and female adolescents, as well as across different types of schools. The emotional intelligence of all the adolescents was not the same. Female adolescents have a higher level of emotional intelligence than male adolescents. The findings revealed that emotional intelligence levels in senior secondary school students from private and government schools varied substantially.

Limitations And Suggestions

The study is confined to 1500 adolescents in Dehradun who attend CBSE-affiliated private and government schools. Probabilistic sampling, which covers a wide population from various regions, can improve the lucidity of this investigation and schools should take corrective measures to help students to improve their emotional intelligence.

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Conflict of Interest

The author(s) declared no conflict of interest.

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