



Research Paper

## Emotional intelligence among Elementary school students, a Gender based analysis

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### ABSTRACT

Emotional Intelligence is the ability of a person to understand his own emotions and to differentiate between different feelings, managing and adjusting the emotions to achieve the required goals. It is also referred to as EI or EQ. Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic. The ability to express and control emotions is essential, but the ability to understand, interpret, and respond to the emotions of others is also essential. Psychologists and some experts even suggest that it can be more important than IQ in overall success in life. Emotional intelligence plays an important role in the transition from childhood to adulthood. It signifies the ability to understand and manage ones as well as the others' emotions. This transition period is the important stage in development where the child has to learn the roles he will occupy as an adult. In this period only a child is expected to develop the skills which include empathy, self control, self awareness, sensitivity to the feeling of others, persistence and self motivation among others for overall success in life. In fact, a person's emotional intelligence may be a better predictor of performance success than intelligence. Like IQ, a person can focus on specific areas of EQ and work to improve their scores. High levels of emotional intelligence improve working relationships, help to develop problem solving skills, increase efficiency and effectiveness and helps in the development of new strategies. Not only it influences in good exam scores, emotional intelligence also influences how we control our own emotions and deal with our relationships with others.

In this context a study was undertaken to assess the **Emotional intelligence among Elementary school students, a Gender based analysis** existing among the upper primary students in a district in the state of Assam. Sample consisted of 200 students (107 boys and 93 girls) of VIIth standard. A standardised Emotional Intelligence Scale constructed by Dr. Arun Kumar Singh, and Dr. Shruti Narain was used. This Emotional Intelligence scale is meant for use from 12 years and above of age. This scale consists of 31 items carrying 1 mark for each item. The findings of the study revealed that 1) Obtained mean score of boys is more than the girls. 2) Majority of the boys respondents fall under the Average level and majority of the girls come under Low level of Emotional intelligence at the elementary schools.

**Keywords:** Emotional Intelligence, Upper primary School Students, Gender

Received 25 August, 2021; Revised: 07 September, 2021; Accepted 09 September, 2021 © The author(s) 2021. Published with open access at [www.questjournals.org](http://www.questjournals.org)

### I. INTRODUCTION

According to John Mayer and Peter Salovey Emotional intelligence refers to "A form of intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and behaviour" (Salovey and Mayer, 1990). They analysed emotions as internal affairs that correlate physiological responses, cognitions, and conscious awareness to recognise emotions, to acquire and create emotions to understand emotions and emotional knowledge, and to control emotions deliberately and promote emotional and intellectual growth.

Emotional Intelligence is the ability of a person to understand his own emotions and to differentiate between different feelings, managing and adjusting the emotions to achieve the required goals. It is also referred to as EI or EQ. It is described as an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. It means how intelligently a person can control his emotions. Emotional Intelligence doesn't mean being kind hearted –it means being intelligent about emotions –being smart in a different way. Concept of Emotional Intelligence (EI) has become a very important indicator of a person's knowledge, skills and abilities in school, personal life and workplace.

Although it is considered that traditional understanding of intelligence is important for success in life but emotional intelligence is the key aspect to relate a person to others well and help in achieving goals, because the world around us is all about relationships. Success and happiness comes in life if we can handle our emotions and other's emotions too. One must have awareness, control and management of one's own emotions; and awareness and understanding of other peoples' emotion to achieve the goal in life. Earlier researches also show that people with strong emotional intelligence are more likely to succeed than those with high IQs or relevant experience.

Goleman defines it as "the ability to identify, assess and control one's own emotions, the emotion of others and that of groups." He developed a framework of five elements that define emotional intelligence: 1) Self awareness, 2)Self regulation 3)Motivation 4)Empathy 5)Social skills.



**Fig. 1.2 ELEMENTS OF EMOTIONAL INTELLIGENCE**

**Source :** <http://theimportanceofemotionalintelligence.weebly.com/the-5-components.html>

Goleman explains that emotional intelligence contributes to a person's ability to build and maintain relationships:

- Self-aware individuals are typically more self-confident and have more realistic self-assessments.
- Integrity, trustworthiness, openness to change, and comfort with ambiguity are by-products of self-regulation.
- Individuals who are intrinsically motivated are optimistic when facing failure, have higher organizational commitment, and have a strong drive to succeed.
- Empathetic individuals are more cross culturally sensitive and have expertise in building and retaining talent.
- Individuals with social skills are generally influential and are talented in building and leading teams or change initiatives.

Peter Salovey and John Mayer were the first researchers who created the term "emotional Intelligence" in 1990. Their theory predominantly combines main ideas from the domains of intellect and emotion. The term "emotional intelligence" has generated a lot of interest since the publication of the book Emotional Intelligence by Daniel Goleman [6]. The most basic definition of emotional intelligence (E. I.) which was designed by Goleman describes it as a skill to identify and control emotions within ourselves as well as of others [

## **II. REVIEW OF RELATED LITERATURE**

**Amber Farooq, (2003).** The study was conducted to assess the effect of emotional intelligence on academic performance of 246 adolescent students. The analysis reports revealed that the students with high level of emotional intelligence perform well comparatively with that of the students having low level of emotional intelligence.

**Kattekar, (2010).** He conducted a survey on 500 IX standard students of Kannada language to know the impact of emotional intelligence on the academic achievement. His interpretations revealed that a positive relationship exist between emotional intelligence and academic achievement of students.

**Joibari and Mohammad, (2011).** The study was conducted on 180 girls and 200 boys high school students. Results showed that there is significant correlation between emotional intelligence and students' academic achievement. Also there is meaningful difference between male and female students' emotional intelligence.

**Kar Dhiman, Saha Birbal, Mondal Bhim Chandra, (2014).** "Measuring Emotional Intelligence of Secondary School Students in Relation to Gender and Residence: an Empirical Study"

The study focussed the emotional intelligence of secondary school students in relation to their gender and residential background. Emotional intelligence has been measured by applying Mondal's Emotional Intelligence Inventory (MEII) consisted with 100 items. 235 samples were randomly selected. The results revealed that residential place plays a significant role for the enlargement of emotional development whereas gender does not affect the level of Emotional Intelligence

**Mali and Das, (2018).** conducted a comparative study of emotional intelligence of college students in Jorhat district. The main objectives of the study was to measure emotional intelligence of college students also to compare emotional intelligence of male and female and science and arts stream students. The findings revealed average level of emotional intelligence of college students. The result also indicates difference in emotional intelligence of male and female, and arts and science stream students.

**Nusaibah Nur Furqani Z. A., (2019).** The study was based on the results of the studies reviewed by 15 journals discussing the relevance of emotional intelligence and the phenomenon that occurs among teenagers. This review presented accurate research results in complex adolescent issues. It clarified that emotional intelligence is essential for adolescent development and has a role in every stage of their development and it was found that teenage boys had lower levels of emotional intelligence than girls.

### **III. OBJECTIVE OF THE STUDY**

To study the Emotional Intelligence of the students of VIIIth standard in context to gender.

### **IV. METHODOLOGY**

The study was based on descriptive survey method.

#### **4.1 Population**

The area selected for the present study happens to be Kamrup (Metro) district of Assam. Students of Upper Primary schools (standard VII) of Kamrup (Metro) district constitutes the population.

#### **4.2 Sample**

Out of four numbers of schools from Kamrup (Metro) district a sample of 200 students was selected randomly considering the representation of gender. In this study, gender is considered as independent variable and Emotional Intelligence formed the dependent variable.

**Table 1 Distribution of Samples**

District	Number of students		
	Boys	Girls	Total
Kamrup (Metro)	107	93	200

#### **4.3 Tool**

A standardised Emotional Intelligence Scale constructed by Dr. Arun Kumar Singh, and Dr. Shruti Narain was used consisting of the following four dimensions

- a) Understanding Emotions
- b) Understanding Motivation
- c) Empathy
- d) Handling Relations.

This Emotional Intelligence scale is meant for use from 12 years and above of age. This scale consists of 31 items carrying 1 mark for each item.

#### **4.4 ANALYSIS AND INTERPRETATION OF DATA**

##### **1. Assessment of the Emotional intelligence of the students of VII**

Mean score and standard deviation of the emotional intelligence of the students of VII standard are determined and presented in Table 2. Total marks according to the Emotional intelligence happen to be 31 and the obtained mean is 21.56 which is higher than the mean score of the Emotional intelligence scale.

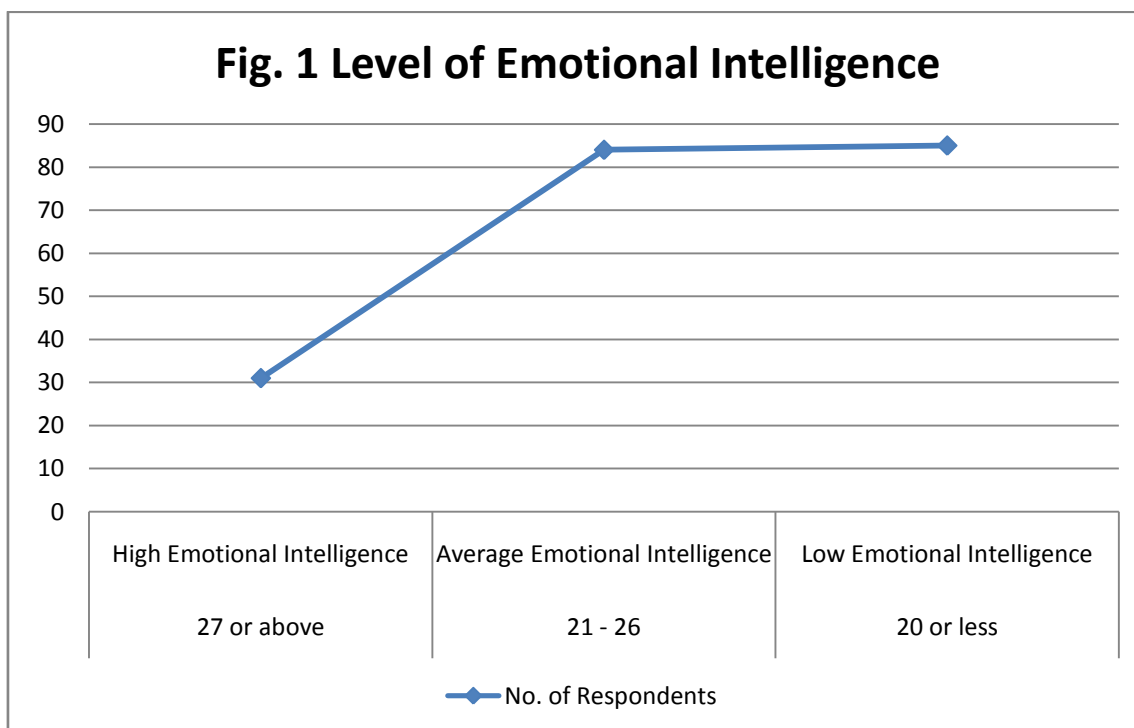
**Table 2 : Mean and SD for the Emotional Intelligence of the students**

Intelligence	N	Mean	Std. Deviation
Emotional Intelligence	200	21.56	3.690

The obtained range of Emotional Intelligence of students' z-score shows that 15.5% of the student respondents fall under High Emotional Intelligence level; 42% of the student respondents fall under Average Emotional Intelligence level and 42.5% of the student respondents fall under Low Emotional Intelligence level as presented in Table 1. Thus, it is quite evident that majority of the student respondents fall under either Average or Low level of Emotional Intelligence at the elementary schools.

**Table 3: Level of Emotional Intelligence of students**

Range of raw scores	Level of Success	No. of Respondents	%
27 or above	High Emotional Intelligence	31	15.5
21 – 26	Average Emotional Intelligence	84	42.0
20 or less	Low Emotional Intelligence	85	42.5
		200	100.0



**2. Assessment of Emotional intelligence between boys and girls students (VII standard)**

Obtained mean score is found to be 22.56 for boys and 21.42 for girls shown in Table 22. It reveals that boys score is more than the girls.

**Table 4: Mean and SD for the Emotional intelligence between boys and girls**

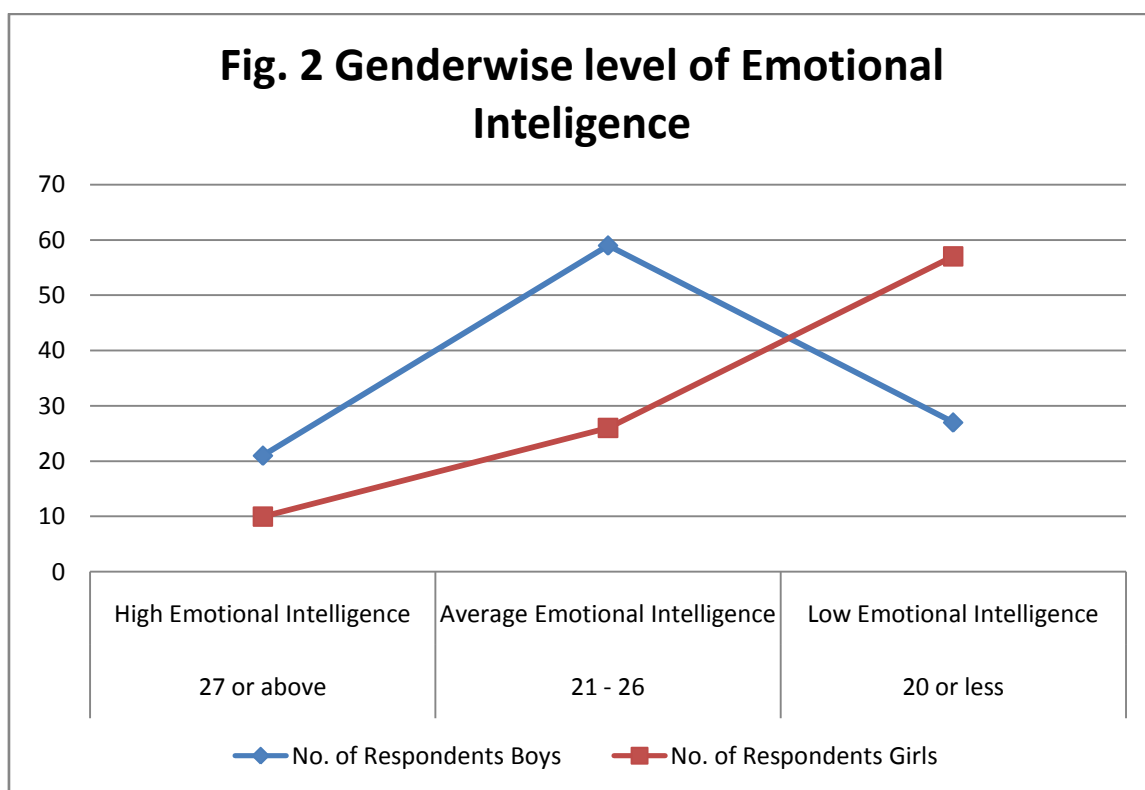
Gender	N	Mean	Std. Deviation	Std. Error Mean
Boys	107	22.56	3.210	.310
Girls	93	21.42	3.885	.403

The obtained range of Emotional intelligence of students' z-score shows that amongst boys, 21% and amongst girls, 10% of them fall under High Emotional Intelligence level; amongst boys, 59% and amongst girls 26% of them fall under Average Emotional Intelligence level. 27% boys and 57% girls' fall under Low level of

Emotional Intelligence as presented in Table 23. Thus, it is quite evident that majority of the boys respondents fall under the Average level and majority of the girls come under Low level of Emotional intelligence at the elementary schools.

**Table 5: Level of Emotional intelligence between boys and girls**

Range of Raw scores	Level of Success	No. of Respondents	
		Boys	Girls
27 or above	High Emotional Intelligence	21	10
21 – 26	Average Emotional Intelligence	59	26
20 or less	Low Emotional Intelligence	27	57
Total		107	93



## V. FINDINGS

1. The obtained mean is 21.56 which is higher than the mean score of the Emotional intelligence scale.
2. Majority of the student respondents' fall under either Average or Low level of Emotional Intelligence at the elementary schools.
3. Ranking order of mean score reveals that Empathy (E) > Understanding Motivation (UM) > Handling Relations (HR) > Understanding Emotions (UE).
4. There is a significant Correlation between the dimensions of Emotional intelligence
5. Obtained mean score of boys is more than the girls.
6. Majority of the boys respondents fall under the Average level and majority of the girls come under Low level of Emotional intelligence at the elementary schools.

## VI. CONCLUSION

Emotional intelligence (EI) forms the point at which cognition and emotion meet, it facilitates our capacity for persistency, motivation, empathy, reasoning, stress management, communication. It also promotes the ability to feel and understand different social situations and conflicts. It is said that, students with higher levels of emotional intelligence can keep a check on their emotions better and they are empathetic to others

around them. This can help them to develop improved self-motivation and they become more confident learners. Along with the cognitive abilities for better academic performance, emotional intelligence plays a prominent role among the school going students.

This study reveals that the students offer more importance in the following order empathy, understanding motivation, handling relations, and understanding emotions and obtained mean score of boys is more than the girls. Again the study found that there is a difference between boys and girls with respect to Emotional intelligence and the majority of the boys respondents fall under the average level and majority of the girls come under low level of Emotional intelligence at the elementary schools. Again the study found that there is a difference between boys and girls with respect to Emotional intelligence in the elementary schools and this in tune with Joibari and Mohammad (2011); Mali and Das (2018).

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