

## **“ Dimensional Analysis of Emotional Intelligence with Respect to Gender of Telangana Minority Residential Secondary School Students” (TMREIS) in Hyderabad**

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### **ABSTRACT**

The present study is an attempt to analyze the dimensions of emotional intelligence with respect to gender. The sample of the study consists of 84 secondary school students (42 boys & 42 girls) of Hyderabad city. The emotional intelligence scale (EI) prepared by Dr Arun Kumar Singh and Dr Shruti Narain is used to collect the data. Under Descriptive statistic, mean, standard deviation and standard error are calculated and independent sample t-test is used under inferential statistics that is computed at  $\alpha = 0.05$  with the help of SPSS software ver.23. The findings showed that the variable Emotional Intelligence and the dimension understanding motivation significantly are not influenced by gender but the dimensions understanding emotions, empathy and handling relations of EI are found to be significantly influenced by gender. Based on the study, educational implications are finally discussed in the conclusion of this paper.

**Key Words:** Emotional Intelligence, Dimensions of Emotional Intelligence, Emotional Intelligence scale (EIS), Gender, Secondary School Students of TMREIS

### **INTRODUCTION**

Emotional intelligence (EI) has attained more attention in psychological research in the past few years. Many social science researchers have done ample research on Emotional Intelligence. The use of the term Emotional intelligence is initially attributed to Thorndike in 1920s and later on, it was associated with other researchers like Weschler in 1940s, Gardner and Sternberg in 1980s that has brought great eminence to the concept of EI (Antonanzas, J.L et al. 2014)<sup>(1)</sup>. In the 1990s, the idea of EI has recaptured the attention of people when two researchers Salovey and Mayer proposed their thoughts on EI. In their explanation, they defined EI as “the ability to understand, manage emotions, feelings, sadness, fear, handling relationship with own, as well as other feelings, sadness and emotions” (p.189)<sup>(2)</sup>. After them, one of the most acclaimed psychologists Goleman (1998) immensely worked on EI, which brought great recognition to the construct. Goleman describes EI as “the ability to understand feeling, emotions, handling relation, sadness with our own and other feelings and emotions” (p.317)<sup>(3)</sup>. Others define EI as the ability to recognize, identify, understand emotions and motivation as well (Mayer et al. 1999)<sup>(4)</sup>. In a nutshell, an emotionally intelligent person is considered to be someone

responsible, able to manage different emotions such as fear, sadness, empathy, etc. (Zeidner, Matthews and Roberts 2004)<sup>(5)</sup>. However, the entity responsible for these emotions is the amygdala, which is an almond-shaped structure present in the limbic system of the brain. As per the neuroscience researchers, human brain comprises of two amygdala that facilitates emotions, survival instincts, and memory<sup>(6)</sup>.

### **Literature review:**

Multiple comparative studies are reviewed by the researcher to get a coherent view of EI and gender:

Patel (2017) and Joseph & Newman (2010) found females emotional intelligence to be statistically higher than males<sup>(7)</sup>.

Cabello, Sorrel, Pinto, Extremera, & Berrocal (2016) study has found that females understand the concept of Emotional intelligence more than males<sup>(8)</sup>.

Domakani, Mirzaei, and Zeraatpisheh (2014) study found that females have good communication skills, social skills, responsibility, Active listening, teamwork and Patience than males<sup>(9)</sup>.

Bhatti (2013) discussed in his study that working females have low emotional intelligence in government and NGOs<sup>(10)</sup>.

Craig et al. (2009), Harrod & Scheer (2005); Schutte et al. as cited in Petrides & Furnham, (2000) found females have significantly higher emotional intelligence than males<sup>(11)</sup>.

Arteche et al. (2008) study found that females have a greater ability to understand other feelings<sup>(12)</sup>.

Contrary to the above studies the findings of Cakan and Altun (2005) state that both males and females share equal amounts of emotional intelligence in working experiences and age<sup>(13)</sup>.

Beisecker and Barchard (2004) study found that females significantly have better emotional intelligence than male<sup>(14)</sup>.

### **Operational Definition of Terms**

#### **1. Gender:**

The boys and girls of Telangana Minority Residential Secondary School (TMREIS).

#### **2. Emotional Intelligence:**

Emotional intelligence deals with a set of dimensions i.e., understanding emotions, understanding motivation, empathy, and handling relationship in the present study.

- **Understanding Emotions:** An individual's capacity to identify emotions in one's and others physical states, feelings and thoughts.
- **Understanding Motivations:** A high achievement drive together with the tendency to be optimistic and take initiative.

- **Empathy:** Ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives, develop others, diverge diversity, read the mood of a group discern political realities and a tendency to take an interest in the lives of others.
- **Handling relations:** To be able to manage and handle relation with others in a better way.

#### **Research objective:**

1. To study the role of gender on Emotional intelligence in secondary school students of TMREIS.
2. To study the role of gender on the dimension understanding emotions of Emotional intelligence in secondary school students of TMREIS.
3. To study the role of gender on the dimension understanding motivation of Emotional intelligence in secondary school students of TMREIS.
4. To study the role of gender on the dimension empathy of Emotional intelligence in secondary school students of TMREIS.
5. To study the role of gender on the dimension handling relations of Emotional intelligence in secondary school students of TMREIS.

#### **Research Hypotheses:-**

H<sub>0</sub>: There is no statistically significant difference between boys and girls with respect to the Emotional Intelligence in secondary school students of TMREIS.

H<sub>0</sub>: There is no statistically significant difference between boys girls with respect to the dimension understanding emotions of Emotional Intelligence in secondary school students of TMREIS.

H<sub>0</sub>: There is no statistically significant difference between boys and girls with respect to the dimension understanding motivation of Emotional Intelligence in secondary school students of TMREIS.

H<sub>0</sub>: There is no statistically significant difference between boys girls with respect to the dimension empathy of Emotional Intelligence in secondary school students of TMREIS.

H<sub>0</sub>: There is no statistically significant difference between boys girls with respect to the dimension handling relation of Emotional Intelligence in secondary school students of TMREIS.

## **2. Research Method**

The present work is a comparative study as it tries to analyse Emotional Intelligence and its four dimensions concerning gender. Based on the collected data, the researcher has made efforts to compare the scores of boys and girls with the said construct and its dimensions.

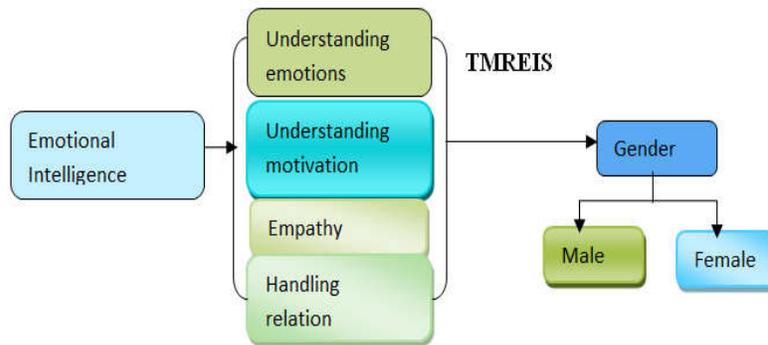
### Population and Sample:

All the secondary school students of Telangana Minority Residential School (TMREIS) are considered as the population but the 84 secondary school students of TMREIS are taken as the sample for the present study.

### Data and Sources of Data:

The primary data are collected from TMREIS secondary school students. In contrast, the secondary data are collected from the various e-journals and other online sources, which are cited in the references section.

### Conceptual Framework:



The present study is an attempt to analyse the comparative study of emotional intelligence (EI) among the secondary school students of Telangana Minority Residential School (TMREIS). The tool used for this purpose is the Emotional Intelligence Scale (EIS-SANS) prepared by Dr Singh and Dr Narain (2014). This questionnaire is administered on the sample to know whether there is a statistically significant difference between boys and girls with respect to Emotional Intelligence and its dimensions i.e. understanding emotions, understanding motivation, empathy, and handling relations.

### Tools for measurement:

Emotional Intelligence Scale (EIS-SANS), Dr Singh and Dr Narain (2014) consist of 31 items that measure four dimensions of EI – *Understanding emotions, Understanding motivation, Empathy, and Handling relations*<sup>(15)</sup>.

### Reliability of the tools:

The Emotional Intelligence Scale (EIS-SANS) has a test re-test reliability of 0.86 at .01 level of significance<sup>(15)</sup>.

### Validity of the tools:

The Emotional Intelligence Scale (EIS-SANS) has a concurrent validity of 0.86 at .01 level of significance<sup>(15)</sup>.

### Scoring of the tools:

**Emotional Intelligence Scale (EIS-SANS):** The answers to those items which tallied with the items given in the scoring key were given a score of +1. If they did not tally, they were given a score of zero <sup>(15)</sup>.

**The distribution of items of the Emotional Intelligence Scale (EIS-SANS) as per the four dimensions<sup>(15)</sup>:**

S.no	Dimensions	Division of items	Total
I	Understanding Emotions	5,15,18, and 28	4
II	Understanding Motivation	3,7,9,12,16,19,20, and 21	8
III	Empathy	6,8,10,13,17,23,25,26,29, and 31	10
IV	Handling Relations	1,2,4,11,14,22,24,27, and 30	9
<b>Total</b>			<b>31</b>

### 3.Results andAnalysis:

Descriptive Statics is used to find out the Mean, Standard Deviation, and Standard Error of the overall sample of the study concerning the constructand its dimensions. The Independent sample t-test is calculated using SPSS Software Ver.23 to find out the significant difference between the scores of boys and girls with respect to the aforementioned constructs at  $\alpha$ .05 level.

**Table 1**

#### Descriptive Statistics

GENDER			N	Mean	Std. Deviation	Std. Error Mean
EI	Boys	1.00	42	22.0238	2.48398	.38329
	Girls	2.00	42	23.7381	3.26892	.50441
UE	Boys	1.00	42	3.1190	.77152	.11905
	Girls	2.00	42	2.9524	.90937	.14032
UM	Boys	1.00	42	4.4762	1.06469	.16429
	Girls	2.00	42	6.5952	1.08334	.16716
EM	Boys	1.00	42	6.8810	1.21379	.18729
	Girls	2.00	42	6.9286	1.31396	.20275
HR	Boys	1.00	42	7.6190	1.52942	.23600
	girls	2.00	42	7.2619	1.54698	.23870

*Table 1* shows the calculated Mean, Standard Deviation and Standard Error of the Emotional Intelligence and its dimensions.

Table 2:

## Independent Samples Test for Emotional Intelligence

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
<b>EI</b>	Equal variances assumed	3.827	.054	-2.706	82	.008	-1.71429	.63351	-2.97454	-.45404
	Equal variances not assumed			-2.706	76.509	.008	-1.71429	.63351	-2.97589	-.45268
<b>UE</b>	Equal variances assumed	.714	.400	.906	82	.368	.16667	.18401	-.19940	.53273
	Equal variances not assumed			.906	79.880	.368	.16667	.18401	-.19954	.53288
<b>UM</b>	Equal variances assumed	.048	.828	-9.041	82	.000	-2.11905	.23438	-2.58530	-1.65279
	Equal variances not assumed			-9.041	81.975	.000	-2.11905	.23438	-2.58530	-1.65279
<b>EM</b>	Equal variances assumed	1.176	.281	-.173	82	.863	-.04762	.27602	-.59670	.50147
	Equal variances not assumed			-.173	81.490	.863	-.04762	.27602	-.59675	.50152
<b>HR</b>	Equal variances assumed	.011	.919	1.064	82	.290	.35714	.33567	-.31061	1.02489
	Equal variances not assumed			1.064	81.989	.290	.35714	.33567	-.31061	1.02490

**Interpretation:**

1. The study showed a statistically significant difference in the emotional intelligence of boys and girls of TMREIS as the calculated value  $t = -2.706$ ,  $df = 82$ ,  $P = 0.008 < 0.05$ .  $H_0$ : Rejected.
2. The study showed no statistically significant difference between boys and girls of TMREIS with respect to the dimension understanding emotions of EI as the calculated value  $t = .906$ ,  $df = 82$ ,  $P = 0.368 > 0.05$ .  $H_0$ : Accepted.

3. The study showed a statistically significant difference between boys and girls of TMREIS with respect to the dimension understanding motivation of EI as the calculated value  $t = -9.041$ ,  $df = 82$ ,  $P = 0.000 < 0.05$ .  $H_0$ : Rejected.
4. The study showed no statistically significant difference between boys and girls of TMREIS with respect to the dimension empathy as the calculated value  $t = -.173$ ,  $df = 82$ ,  $P = 0.290 > 0.05$ .  $H_0$ : Accepted.
5. The study showed no statistically significant difference between boys and girls of TMREIS with respect to the dimension handling relations as the calculated value  $t = 1.064$ ,  $df = 82$ ,  $P = 0.863 > 0.05$ .  $H_0$ : Accepted.

#### 4. Conclusion

The study is statistically significant with respect to emotional intelligence and its dimension understanding motivation, which means that there is a significant difference between the levels of emotional intelligence and understanding motivation of boys and girls of TMREIS. Contrary to this, the study is statistically insignificant concerning the dimensions understanding emotions, empathy, and handling relations of EI, which means that both boys and girls similarly understand emotions, share equal amounts of empathy, and handle relations in identical ways. Relying on the idea of emotional intelligence, it can be said that the concept of emotional intelligence plays a key role in our day-to-day life. Therefore, the educationalists should collaboratively devise strategies that facilitate EI and strengthen it. A blueprint of activities that assist and enhance EI of children can be designed by educational experts. Academic stakeholders can consider a few of the exercises that can amend the personality of students such as analysis of thoughts and actions of students, the formation of positive attitude towards life, changing the inappropriate lifestyle, participation in different games or quizzes, enhancing personal skills, and setting up goals to achieve the distinct targets of life. These activities can help students in building up interpersonal relationships which will strengthen their understanding of others feelings.

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