

Research Paper—Home Science



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STUDY OF EMOTIONAL INTELLIGENCE IN DIFFERENT EDUCATIONAL STATUS IN ADOLESCENTS WITH SPECIAL REFERENCE TO SEX



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A B S T R A C T

Our emotions have a great impact on others when we express them in ways that can be perceived by others when we perceive the emotional expression of our own. There emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotion to discriminate among them and to use this information to guide one's thing and actions we posit that life tasks such as those described by center and her colleagues and constructive thinking defined by Epstein. In present study total 120 College Students were selected by purposive sampling technique For measuring emotional intelligence "Immanul Thomas & Susma S.R.S.E.I.I." Scale has been used and for statistical analysis of data collected mean, S.D. and t-test were used. After analysis of the data, result shows that 'a' no significant sex difference in emotional intelegence belonging to under graduation educational status regarding emotional intelligence and 'b' no significant sex difference belonging to post graduation educational status regarding emotional intelligence.

1. INTRODUCTION:-

Our emotions have great impact on others when we express then in ways "that can be perceived by others when we perceive the emotional expression of our own." Emotional as organized responses, crossing the boundaries of many psychological sub-systems, including the psychological Cognitive, Motivational and experimental systems, Emotional typically arise in response to an event, either internal or external, that has a positively or negatively balance meaning for the individual.

EMOTIONAL INTELLIGENCE

The emotional Intelligence as the subset of social Intelligence that involves the ability to monitor one's own and other feelings and emotional, to discriminate among them and to use this informa-

tion to guide ones thinking and actions we posit that life tasks such as those described by center and her colleagues and constructive thinking defined by Epstein. Are laden with affective information, that this affective, information must be processed (Perhaps differently than the cognitive information), and that individuals may differ in the Skill with which they do so. Emotional intelligence is also a part of Gardineis view of social intelligence, which he refers to as the personal. Like social intelligence.

2. REVIEWS:-

2.1 "Emotional intelligence: instruction effects and sex difference in emotional management abilities." Freudenthaled, H. herald; Nevberger, Alijoscha c.: Halter Ursula, Journal of individual differences, 2008 vol. - 29 (2)

page 105-115. The present Study examined the effects of instruction TP: typical performance vs MP: maximum performances on EMA scores, using a within-subjects design (N=151), in addition, the relation of TP-EMA and MP-EMA to Sex, cognitive in the MP conditions, while women outperformed men in interpersonal EMA in both instruction conditions, men scored higher than women on interpersonal TP-EMA. As expected, only MP-EPA were significantly correlated with cognitive intelligence.

2.2 Service with a smile: Do emotional intelligence: gender and autonomy moderate the emotional labour process? Johns on, her Hazel-Anne M.; Spector, Poul E. "Journal of occupational health psychology 2007 oct. vol-2 (4) 319-333". This survey study of 176 participants from eight customer service organizations investigated how individual factors moderate the impact of emotional labour strategies on employee well-being. Females were more likely in to experience negative consequence.

3 METHODOLOGY:-

3.1 OBJECTIVES:-

3.1.a. To study the diff. between sex (Adolescent boys and girls) regarding emotional intelligence. 3.1.b To study the difference between sex belonging to under graduation educational status regarding emotional intelligence. 3.1.c To study to difference between sex belonging to post graduation educational status regarding emotional intelligence.

3.2 HYPOTHESIS:-

3.2.a There shall be no difference between sex (adolescent boys and girls) regarding Emotional Intelligence. 3.2.b There shall be no difference between sex belonging to under graduation educational status regarding emotional intelligence. 3.2.c There shall be no difference between sexes belonging to post graduation educational status regarding emotional intelligence.

3.3 OPERATIONAL DEFINITION:-

1. Adolescence- the term "Adolescence" refer

to 14-21 years age groups. But in this study I refers only 17-21 age group. 2. Under Graduation (UG):- The term "Under graduation" refers to group of students studying for Bachelor degree courses like B.Sc., B.Com., B..H.Sc., B.A.,B.Pharma, B.Tec. etc 3. Post graduation (PG) the term "Post Graduation refer to group of students studying for master degree courses like M.A., M.Sc., M.H.Sc, M.COM, M.Phrama, M.Tec

3.4 SAMPLE:- I selected 120 students including boys and girls studying in college, having age group between 17-21 years.

3.4 SAMPLE AT A GLANCE

Education Status	Sex		Total
	BOY	GIRLS	
U.G.	30	30	60
P.G.	30	30	60
Total	60	60	120

3.5 SAMPLING :-

Technique

3.5 a In this study for Sample Selection purposive sampling technique has been used. 3.5 b As per objectives of study the following tool has been used for data collection.

4 ANALYSIS AND DISCUSSION:- Data has been analyzed by t test and the analysis and discussion are as following

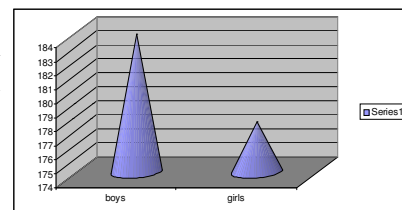
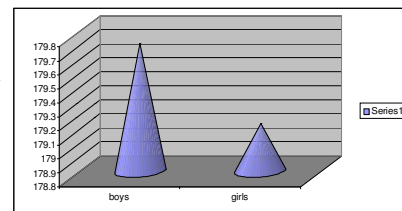
Diagrams No. 1

Table No. 1 denotes mean, S.D. and t-Value between college going boys and girls (age-17-21). As its evident from the above table in boys. with degree 1 of freedom, the value of means is 182.8667 and the value of S.D. is 18.953 and for the girls with 118 degree of freedom, the value of mean is 180.6000 and the value of S.D. is 18.5830. The calculate value of t has been found to be .667 which is non significant on 0.01 level. So hypothesis 3.3a "There shall be no difference between sex (Adolescent boys and girls) regarding emotional intelligence" has been accepted. The Diagrammatic Presentation of above table shows that the Adolescent boys has high Emotional Intelligence level in comparison to girls (Look diagram no. 1)

Table No. 2 gives the mean, S.D., and Value of emotional Intelligence between sex. As is evident from the above table the mean value of boys emotional intelligence has been found to be 179.714 with S.D. 12.6022. The mean value of girls emotional intelligence has been found to be 179.142 with S.D. 20.11.5. The Calculate value of 't' has been found to be .110 which is non-significant.0.01 level. So our hypothesis 3.2b. There shall be no difference between sex belonging to under graduation, educational status regarding emotional intelligence has been accepted. Accepted (t-value. 110, level of significant 0.01)

Table No. 3 Give the mean S.D. and t-value of emotional intelligence between sex. As is evident from the above table the mean value of boys emotional intelligence level has found to be 183.857 with S.D. 21.550. The mean Value of girls in emotional intelligence has found to be 177.619 with S.D. 17.917. The calculated value of 't' has been found to be 1.68 which is non-significant on 0.01 level . So our hypothesis 3.2c "There shall be no difference between sex belonging to post-graduation educational status regarding emotional intelligence" has been accpete.

RESULT:- Emotional intelligence and sex (as independent



4.1 Difference between sex regarding emotional intelligence.						
TABLE NO. 1						
Category (Sex)	No.	Df	Mean	S.D.	t-Value	Inference
Boys	60	1	182.8667	18.0953	.677	Non-Significant
Girls	60	118	180.6000	18.5830		
Table – 2 Difference between Sex belonging to under graduation educational status regarding emotion intelligence.						
Category (sex)	No.	DF	Mean	S.D.	t-Value	Inference
Boys	30	1	179.714	12.6022	.110	Non-Significant
Girls	30	58	179.142	20.115		
Table – 3 Difference between sex belonging to post-graduation status regarding emotional intelligence.						
Category (sex)	No.	DF	Mean	S.D.	t-Value	Inference
Boys	30	1	183.857	21.550	1.68	Non-Significant
Girls	30	58	177.619	17.917		

variable of the study) the significant difference of emotional intelligence has not found between boys and girls. Belonging either post graduation educational status or graduation educational status. It has found after the observation of the mean value and the digramatic representation adolescent boys has higher emotional intelligence in comparision to adolescent girls

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