

Gender Differences in Emotional Intelligence Among Adolescents of Chandigarh

S. Katyal and E. Awasthi

Department of Child Development, Govt. Home Science College, Chandigarh, India

KEYWORDS Empathy. Intuitiveness. Integrated self.

ABSTRACT 150 students of Xth class from different Government Schools in Chandigarh were selected randomly for assessment of gender differences in emotional intelligence. The data was collected through standardized "Emotional Intelligence Test". The findings revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys. However the difference touched only 0.10 level, hence findings are just suggestive of the trend.

INTRODUCTION

Many educators and psychologists believe that students who receive an exclusively academic environment may be ill equipped for future challenges, both as individuals as well as members of the society. Certain instances come in our day to day life wherein the brightest students in a class did not succeed later in their lives as individuals having well rounded personalities as compared to their less intellectual counterparts. These examples are particularly evident in various fields like politics, business and administration (Singh, 2002). But then a question arises what is it that helps a person to succeed in life other than intelligence? Which human quality is it that helps people to function better in all spheres from career to personal life?

With the dawn of 21st century, the human mind added a new dimension which is now being held responsible more for success than intelligence. This is termed as *Emotional Intelligence* and is measured as EQ (Emotional Quotient). Over the past several years the term emotional intelligence has received much attention as a factor that is useful in understanding and predicting individual's performance at work, at home, at school etc. The concept of Emotional Intelligence was first introduced by Salovey and Mayer in the early 1990's and made popular by Daniel Goleman with publication of his book: "*Why it can matter more than IQ*" in 1995.

Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. According to Mayer and Salovey (1993), emotional intelligence is the ability to monitor one's own and others' feelings and

emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consists of the ability to understand the feelings of others, empathise, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one's own motivation. Emotional intelligence plays a key role in determining life success. It becomes more and more important as people progress up the career ladder of their life. Emotions are our feelings, hence, emotional intelligence is our life. Emotional intelligence does not only measure emotions or intelligence. What it does is to open up a new way of looking at how our thinking and behaviour could be seen intelligent. According to Dunn (2003), components of emotional intelligence which can be regarded as key to success in life are as follows:

- Self-awareness and self-honesty
- Knowledge about causes of emotions
- Self-regulation and modulation of one's emotions
- Empathy
- Motivation and good decision-making
- Ability to analyze and understand relationships
- Intuitiveness
- Creative and flexible thinking
- Integrated self
- Balanced life

One has to concede to the fact that emotional intelligence is environmental in nature and can

be learned and increased over lifetime of an individual. Number of personal, social and personality factors seem to affect emotional intelligence to a great extent. The present study is a modest attempt to find out gender differences in this vital variable — emotional intelligence among adolescent boys and girls of Chandigarh.

METHODOLOGY

The study was conducted on 150 adolescents (75 boys+75girls) aged 15 years, studying in Xth class in three randomly selected Government Model Senior Secondary Schools of Chandigarh. Emotional Intelligence Test by Codaty (2001) was used as a tool for collecting data. For analyzing the data, percentage distribution was used to find out percentage distribution of subjects with regard to emotional intelligence. 't' test was applied to find out gender differences in emotional intelligence.

RESULTS AND DISCUSSION

Table 1 presents data regarding the percentage distribution of boys, girls as well as the total sample with regard to emotional intelligence.

Results in Table 1 reveal that majority of boys, girls and the total sample had good (61.33%, 64% and 62.66%, respectively) followed by low emotional intelligence (26.66%, 20% and 23.33%, respectively). A small percentage of subjects fell in the category of superior emotional intelligence in all the three type of samples.

Table 1: Level of emotional intelligence (EQ) among boys, girls and the total sample (N = 150 - Boys = 75, Girls=75)

Variable	Category	Boys (%)	Girls (%)	Total (%)
Emotional Intelligence	Low	26.66	20.00	23.33
	Good	61.33	64.00	62.66
	Superior	12.00	16.00	14.00

Table 2 presents data regarding 't' values for mean scores of boys and girls for emotional intelligence.

Results in Table 2 show differences between mean scores of boys and girls with regard to emotional intelligence, with girls having higher emotional intelligence than that of boys. However, the difference touched only 0.10 level. Thus, the above finding may not be conclusive but suggestive of the trend.

Table 2: 't' values for the mean scores of emotional intelligence boys and girls (N = 150 - Boys = 75, Girls=75)

Variable	Sample	Mean	S.D.	S.E.M.
Emotional Intelligence	Boys	122.64	20.229	2.336
	Girls	123.01	19.714	2.276

t = 1.313; p-value = <0.10

The obtained results are in line with the findings of studies reported by Bhosle (1999), King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002). They all found females to have higher emotional intelligence than that of males. However, study by Chu (2002) revealed that males have higher level of emotional intelligence than that of females.

The probable reason for the present findings might be due to the fact that emotional intelligence primarily deals with managing and expressing one's emotions as well as social skills. Since females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence ought to be higher than that of males. This is perhaps because of the society, which socializes the two genders differently as has been found in studies by Duckelt and Raffalli (1989) and Sandhu and Mehrotra (1999).

Moreover, higher emotional intelligence among girls can also be explained in terms of some of their personality characteristics. Similar findings were reported in studies by Tapia(1999) and Dunn (2002). They observed that girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. They are more sensitive towards their relationships with parents, friends and siblings.

All these traits help them to acquire more emotional intelligence as compared to boys. This study is only a stepping stone in the field of emotional intelligence. This aspect requires much more exploration as there is dearth of research work, especially in India. Findings of this research study will prove beneficial for educators, parents, counsellors etc. for providing better knowledge about this vital component of success and its important predictors. An understanding of all these aspects will provide a better insight into the success equation required in life.

REFERENCES

Bhosle, S.: Gender differences in EQ. In: [http:// www.](http://www.)

- megafoundation.org / ultralHIQ.HIQnews / Gender Differences (1999).
- Chu, J.: Boys development. *Reader's Digest* 94-95 (2002).
- Duckelt, E. and Raffalli, M.: Taking care, maintaining the self and the home in adolescents. *Journal of Youth and Adolescence*, **18(6)**: 549 (1989).
- Dunn, S.: Emotional intelligence quotations from around the world. In: <http://www.eqcoach.net/> (2002).
- Dunn, S.: Ten signs of emotional intelligence. Retrieved In: <http://www.SelfGrowth.com> (2003).
- King, M.: Measurement of differences in emotional intelligence of preservice educational leadership students and practicing administrators as measured by the multifactor emotional intelligence scale. *Dissertation Abstracts International*, **60(3)**: 606 (1999).
- Sandhu, P. and Mehrotra, N.: Time pattern of female students with special reference to leisure time activities. *Indian Journal of Social Research*, **40(4)**: 285-296 (1999).
- Singh, D.: *Emotional Intelligence at Work: A Professional Guide*. Sage Publications, New Delhi (2002).
- Street, S. and Kromery, J.D.: Differences in adjustment issues for male and female adolescents. *Special Services in School*, **8(2)**: 143-154 (1994).
- Sutarso, P.: Gender differences on the emotional intelligence inventory (EQI). *Dissertation Abstracts International* (1999).
- Tapia, M.L.: A study of the relationships of the emotional intelligence inventory (intelligence tests). *Dissertation Abstracts International* (1999).
- Wing, E. and Love, G.D.: *Elective Affinities and Uninvited Agonies: Mapping Emotions With Significant Others Onto Health. Emotion, Social Relationships and Health Series in Affective Science*. Oxford University Press, New York (2001).