

Effect of Age, Gender, Locality and Socio-Economic Status on the Emotional Intelligence of Secondary School Students

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Abstract

The present study examined the effect of age, gender, locality and socio-economic status on the emotional intelligence of the secondary school students. The objective of the study was to find the effect of age, gender, locality and socio-economic status on the emotional intelligence of the secondary school students. Null hypotheses have been formulated in this study. Descriptive survey method was employed in this research. 150 secondary school students of two blocks of district Dehradun were selected randomly.. The collected data was analyzed using mean, standard deviation, 't' test and one-way ANOVA. The findings revealed a significant effect of age, gender, locality and socio-economic status on the emotional intelligence of the secondary school students. Students who were above the age of 16 years have higher level of intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence. Secondary school boys had higher level of intrapersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence. Students of rural area had higher level of intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence. Students who had average socio-economic status have higher level of intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence.

Keywords: Age, Gender, Locality, Socio-Economic Status, Emotional Intelligence and Secondary School Students.

1. Introduction

Emotional intelligence is the ability to identify, assess and control the emotions of oneself, of others and of groups. The concept of emotional intelligence means persons must have a self-awareness that enables to recognize feelings and manage emotions. Emotional intelligence is the ability which enables one to learn to acknowledge and understand feelings in one self and in others also so that he may be able to respond to them appropriately and can apply the energy of emotions in the daily life and work. It is ability to perceive, control and evaluate emotions.

According to **Bar-On (2006)**, *“Emotional intelligence is a type of intelligence that involves the ability to be sensitive to one's own feelings and those of others, to be in control of self, to motivate one's self and influence others, as well as to manage emotions effectively”*.

In the views of **Singh (2006)** emotional intelligence is *“the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment”*.

Emotional intelligence refers to a better understanding of emotions, an effective management of emotions, understanding of others and improving personal images. Emotions are useful source of information that helps us to handle the social environment. Emotional intelligence includes four types of abilities: perception of emotions, using emotions, understanding emotions and managing emotions. The students of the adolescence period almost develop their values, interests, ideas, attitudes, beliefs and self-concept. In this period they are influence by a lot of things and are exposed to learn new things, meet new people and understand new ideologies. This affects their emotional intelligence also. Keeping this in mind, the researcher tried to examine the effect of age, gender, locality and socio-economic status on the emotional intelligence of secondary school students.

2. Objectives of the Study

The objectives of the present study are (a) to study the effect of age on the emotional intelligence of secondary school students, (b) to study the effect of gender on the emotional intelligence of secondary school students, (c) to study the effect of locality on the emotional intelligence of secondary school students and (d) to study the effect of socio-economic status on the emotional intelligence of secondary school students.

3. Hypotheses of the Study

Following hypotheses have been formulated for the present study:

- There is no significant effect of age on the emotional intelligence of secondary school students.
- There is no significant effect of gender on the emotional intelligence of secondary school students.
- There is no significant effect of locality on the emotional intelligence of secondary school students.
- There is no significant effect of socio-economic status on the emotional intelligence of secondary school students.

4. Methodology of the Research

The researcher employed descriptive survey method in this research. 150 secondary school students of two blocks of district Dehradun were selected randomly for the research

in which 75 were boys and 75 were girls. The students were categorized on the basis of their residential area and age. Emotional intelligence was the dependent variable while age, gender, locality and socio-economic status were taken as independent variables. The collected data was analyzed using mean, standard deviation, ‘t’ test and one-way ANOVA.

5. Analysis and Interpretation of Data

The objective-wise analysis and interpretation of data is given as follows:

Table – 1

Effect of Age on the Emotional Intelligence of Secondary School Students

Emotional Intelligence	16 & Below			Above 16			‘t’ Value
	N	Mean	S.D.	N	Mean	S.D.	
Intrapersonal Awareness	82	7.92	3.41	68	10.42	3.89	4.186**
Interpersonal Awareness	82	8.57	4.05	68	12.75	4.58	5.917**
Intrapersonal Management	82	8.54	4.70	68	11.26	4.87	3.460**
Interpersonal Management	82	8.73	4.12	68	11.73	5.28	3.906**
Emotional Intelligence	82	33.78	9.35	68	46.17	11.24	7.369**

** = Significant at 0.01 Level of Significance.

The table 1 shows the ‘t’ values for the effect of age on the emotional intelligence of secondary school students. The obtained ‘t’ values for the effect of age on the intrapersonal awareness ($t = 4.186$), interpersonal awareness ($t = 5.917$), intrapersonal management ($t = 3.460$), interpersonal management ($t = 3.906$) as well as composite emotional intelligence ($t = 7.369$) have been found significant at 0.01 level of significance. It shows that there is a highly statistical significant difference in the intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence of the students below the age of 16 years and students above the age of 16 years. It is clear from the mean values that the students who are above the age of 16 years have better awareness of their own emotions as well as the emotions of others than the students who are below the age of 16 years. Students who are above the age of 16 years are more able to manage their emotions as well as the emotions of others in comparison to the students who are below the age of 16 years. Similarly, the students who are above the age of 16 years have better emotional intelligence as compared to those students who are below the age of 16 years.

Table – 2

Effect of Gender on the Emotional Intelligence of Secondary School Students

Emotional Intelligence	Boys			Girls			't' Value
	N	Mean	S.D.	N	Mean	S.D.	
Intrapersonal Awareness	75	10.05	4.20	75	8.06	3.15	3.272**
Interpersonal Awareness	75	10.40	4.95	75	10.53	4.60	0.170
Intrapersonal Management	75	10.61	4.84	75	8.94	4.96	2.080*
Interpersonal Management	75	11.32	5.37	75	8.86	4.06	3.152**
Emotional Intelligence	75	42.38	12.95	75	36.41	10.08	3.151**

** = Significant at 0.01 Level of Significance.

* = Significant at 0.05 Level of Significance.

The table 2 shows the 't' values for the effect of gender on the emotional intelligence of secondary school students. The obtained 't' values for the effect of gender on the intrapersonal awareness (t = 3.272), interpersonal management (t = 3.152) as well as composite emotional intelligence (t = 3.151) have been found significant at 0.01 level of significance. The obtained 't' value for the effect of gender on the intrapersonal management (t = 2.080) has been found significant at 0.05 level of significance. It shows that there is a statistical significant difference in the intrapersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence of secondary school boys and girls. It is clear from the mean values that secondary school boys have better awareness of their own emotions than girls. Boys are more able to manage their emotions as well as the emotions of others in comparison to the girls. Similarly, the secondary school boys have better emotional intelligence as compared to secondary school girls. On the other hand, the obtained 't' value for the effect of gender on the interpersonal awareness (t = 0.170) has not been found significant at 0.05 level of significance. It indicates no significant difference in the interpersonal awareness of secondary school boys and girls.

Table – 3

Effect of Locality on the Emotional Intelligence of Secondary School Students

Emotional Intelligence	Rural			Urban			't' Value
	N	Mean	S.D.	N	Mean	S.D.	
Intrapersonal Awareness	71	10.57	4.05	79	7.69	3.06	4.940**
Interpersonal Awareness	71	12.73	4.54	79	8.43	4.00	6.162**

Intrapersonal Management	71	12.22	5.19	79	7.58	3.52	6.461**
Interpersonal Management	71	12.84	4.89	79	7.62	3.37	7.673**
Emotional Intelligence	71	48.38	9.53	79	31.32	7.19	12.434**

** = Significant at 0.01 Level of Significance.

The table 3 shows the 't' values for the effect of locality on the emotional intelligence of secondary school students. The obtained 't' values for the effect of locality on the intrapersonal awareness ($t = 4.940$), interpersonal awareness ($t = 6.162$), intrapersonal management ($t = 6.461$), interpersonal management ($t = 7.673$) as well as composite emotional intelligence ($t = 12.434$) have been found significant at 0.01 level of significance. It shows that there is a highly statistical significant difference in the intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence of the students of rural and urban area. It is clear from the mean values that the students of rural area have better awareness of their own emotions as well as the emotions of others than the students of urban area. Students of rural area are more able to manage their emotions as well as the emotions of others in comparison to the students of urban area. Similarly, the students of rural area have better emotional intelligence as compared to the students of urban area.

Table – 4

Mean and S.D. of the Effect of Socio-Economic Status on the Emotional Intelligence of Secondary School Students

Variable	Levels of Socio-Economic Status	N	Mean	S.D.
Intrapersonal Awareness	High	05	8.00	4.24
	Average	64	10.06	3.98
	Low	81	8.33	3.54
Interpersonal Awareness	High	05	8.80	3.83
	Average	64	12.12	4.85
	Low	81	9.25	4.38
Intrapersonal Management	High	05	7.40	1.67
	Average	64	11.73	5.42
	Low	81	8.38	4.13
Interpersonal Management	High	05	8.60	2.88
	Average	64	11.95	5.42
	Low	81	8.71	4.05
Emotional Intelligence	High	05	32.80	7.79
	Average	64	45.87	13.08
	Low	81	34.69	8.33

The table 4 shows the effect of socio-economic status on the emotional intelligence of secondary school students. It is clear from the above table that secondary school students having high and low socio-economic status have very poor intrapersonal awareness while the students who have average socio-economic status have poor intrapersonal awareness. Secondary school students having high, average and low socio-economic status have poor interpersonal awareness. Secondary school students having high and low socio-economic status have very poor intrapersonal management while the students who have average socio-economic status have poor intrapersonal management. Secondary school students having high and low socio-economic status have very poor interpersonal management while the students who have average socio-economic status have poor interpersonal management. Secondary school students having high, average and low socio-economic status have very poor emotional intelligence. It is clear from the mean values that the students who belong to average socio-economic status have better awareness of their own emotions as well as the emotions of others. Students who belong to average socio-economic status are more able to manage their emotions as well as the emotions of others. Similarly, the students having average socio-economic status have better emotional intelligence.

Table – 5

Analysis of Variance of the Effect of Socio-Economic Status on the Emotional Intelligence of Secondary School Students

Variable	Source	df	SS	MS	F-value	Results
Intrapersonal Awareness	Between Group	2	112.71	56.355	3.983*	Sig.
	Within Group	147	2079.75	14.148		
Interpersonal Awareness	Between Group	2	307.97	153.98	7.346**	Sig.
	Within Group	147	3081.35	20.961		
Intrapersonal Management	Between Group	2	430.91	215.459	9.797**	Sig.
	Within Group	147	3232.82	21.992		
Interpersonal Management	Between Group	2	386.16	193.082	8.868**	Sig.
	Within Group	147	3200.52	21.772		
Emotional Intelligence	Between Group	2	4696.91	2348.458	20.820**	Sig.
	Within Group	147	16581.08	112.796		

** = Significant at 0.01 Level of Significance.

* = Significant at 0.05 Level of Significance.

The table 5 shows that the first F-value for the effect of socio-economic status on the intrapersonal awareness of secondary school students has been found 3.983, which has been found significant at 0.05 level of significance. It indicates that socio-economic status put a significant effect on the intrapersonal awareness of secondary school students.

Second F-value for the effect of socio-economic status on the interpersonal awareness of secondary school students has been found 7.346, which has been found

significant at 0.01 level of significance. It indicates that socio-economic status put a significant effect on the interpersonal awareness of secondary school students.

Third F-value for the effect of socio-economic status on the intrapersonal management of secondary school students has been found 9.797, which has been found significant at 0.01 level of significance. It indicates that socio-economic status put a significant effect on the intrapersonal management of secondary school students.

Fourth F-value for the effect of socio-economic status on the interpersonal management of secondary school students has been found 8.868, which has been found significant at 0.01 level of significance. It indicates that socio-economic status put a significant effect on the interpersonal management of secondary school students.

Fifth F-value for the effect of socio-economic status on the emotional intelligence of secondary school students has been found 20.820, which has been found significant at 0.01 level of significance. It indicates that socio-economic status put a significant effect on the emotional intelligence of secondary school students.

6. Findings

The findings of the present study are as follows:

- It was observed that age has significant effect on the intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence of the secondary school students. Students who were above the age of 16 years have higher level of intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence than the students who were below the age of 16 years.
- It was found that gender has significant effect on the intrapersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence of secondary school students. Secondary school boys had higher level of intrapersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence in comparison to secondary school girls. No significant difference was observed in the interpersonal awareness of secondary school boys and girls.
- Locality was found to have significant effect on the intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management as

well as composite emotional intelligence of the secondary school students. Students of rural area had higher level of intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence as compared to the students of urban area.

- It was observed that socio-economic status had significant effect on the intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence of the secondary school students. Students who had average socio-economic status have higher level of intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management as well as composite emotional intelligence as compared to the students having high and low socio-economic status.

7. Implications of the Study

As in this study it has been found that age, gender, locality and socio-economic status influence the emotional intelligence of the students. Besides, the students were found to have very poor emotional intelligence. In this regard, it may be recommended that awareness and management of emotions is imperative for the secondary school students. Students would be taught to feel, comprehend and control their emotions as well as the emotions of others. Subsequently, the students ought to be educated to know about their feelings. They should be instructed to communicate their sentiments in words. Educators, advisors, guardians and others should prepare their children for more profound understandings of their emotions. Yoga and meditation can be used to upgrade the emotional intelligence of the students. Some activities like camps, normal dinners, social assistance and so on should be habitually coordinated. Appropriate eating regimen, actual activities, sound rest, sporting exercises like games and activities enhance emotional intelligence.

8. References

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