



Emotional Intelligence of Girls and Type of Institutes: A Comparative Analysis

Prof. (Dr)J.S. Bhardwaj
Dept. of Education
C C S University, Meerut(UP)
bhardwajccsu@gmail.com

Mrs. Neelam Karanwal
Dept. of Education
VMLG College, Ghaziabad (UP)
neelam.mrt.vmlg@gmail.com

(Dr.) Anshu Sharma PDF ICSSR
Dept. of Education
C C S University, Meerut(UP)
anshudev26@gmail.com

Abstract

Major objectives of the study - to compare the Emotional Intelligence of girl students studying in co-educational institutes with the Emotional Intelligence of girl students. The major hypothesis was –that there is no significant difference between the Emotional Intelligence of the girl students studying in co-educational institutes and the Emotional Intelligence of the girl students studying in girls’ institutes. Method of study was descriptive survey method for the present study. All the girl students studying at senior secondary level (class XI) in the schools situated in, urban and town areas of Ghaziabad district (affiliated to Uttar Pradesh Madhyamik Shiksha Parishad, Prayagraj) was the population of the study. Total students selected for the purpose of the study through random sampling were 500. Emotional Intelligence Scale for school Students developed by Dr. Arun Kumar Singh and Dr. Shruti Narayan was used to collect data. The findings of the study concluded that There is no significant difference found in ‘Emotional Intelligence’ and its ‘Empathy’ dimension of the girl students studying in co-educational institutes and the girl students studying in girls’ institutes. A significant difference was marked with respect to its two dimensions namely ‘understanding emotions’ and ‘understanding motivation’ of the girl students studying in both types of institutes. additionally, girls differed in their ‘Handling relation’ dimension at .05 level as well as there were found no significant difference between the girls on this dimension at .01 level of significance. This study also revealed the fact that the girl students studying in girls’ institutes were better in emotional intelligence as the mean of the group of girls studying in girls’ institutes was significantly higher than the mean of group of girls studying in co-educational institutes.

Key words:- *Emotional Intelligence, understanding motivation, understanding emotions, Handling relations, Empathy.*



INTRODUCTION

Numerous studies have shown that many people who exhibit high levels of creativity, intelligence, and artistic ability, struggle in their personal and social lives. They struggle to control their feelings and interpersonal interactions. They are unable to recognize and manage their own emotions as well as those of others. These people struggle in every area of their lives. According to some psychologists, a lack of emotional intelligence may be the primary cause of this issue. Emotional intelligence, according to Gotez and Bieg (2016), is crucial for controlling academic emotions. They provided a model through which academic emotions could be understood as feelings connected to learning and success. Perceiving, understanding, using, and managing emotions are all common elements of emotional intelligence. Everyone's personal and professional lives require them to recognize, use, and manage their emotions on a daily basis. According to Davies (2018), poor self-esteem causes emotional degeneration, which makes people more likely to engage in criminal activity. According to Guerra-Bustamante et al. (2019), any person's capacity for happiness develops along with his emotional intelligence.

NEED OF THE STUDY

The concept of Emotional intelligence is very significant in the field of education. Having knowledge of emotional intelligence for students and teachers, as well as acting in a way that considers their own and others' emotions, can be highly beneficial in such situations. According to Sarkar and Banik (2017), emotional intelligence has a great impact on student's academic success during their adolescent years. Emotional intelligence should be developed in an educational environment because this notion is more closely related to career success and can be achieved successfully by means of education.

We need to identify the ways in that education and educational institutes can help students to improve their emotional intelligence levels by using the knowledge about their level of emotional intelligence to guide them in the proper direction and raise their awareness towards it. It is believed that adolescence is the optimum period for anyone to develop the emotional skills that result in a healthier, more adjusted, and balanced personality and a happier existence. In order to find out what kind of institutes will be most helpful for our adolescent females in the



development of emotional Intelligence, the researcher felt the necessity to conduct research in this area so that the findings of the present study can help in educational context to develop our adolescent girls in their full potential.

OPERATIONAL MEANING

Emotional Intelligence-The ability to recognize, use, comprehend, and manage one's own and others' emotional states to solve issues and control behaviour is referred to as emotional intelligence.

Understanding emotions, motivation, empathy, and handling relationships were the four dimensions that were considered in the current study.

Understanding Emotions- The ability to recognize emotions in oneself and others' bodily manifestations, feelings, and thoughts.

Understanding Motivation- a strong sense of drive for success as well as a propensity for optimism and initiative.

Empathy- ability to effectively grasp a person or thing; reading other people's emotions; understanding other people's viewpoints; developing others; utilizing variety; reading a group's mood; identifying political relationships; and having an inclination to be interested in other people's lives.

Handling Relations- to improve one's ability to manage and handle interpersonal relationships.

Meaning of Institute- An educational institute is a facility where individuals of any age can get formal education. Primary school, upper primary school, secondary school, or senior secondary schools are only a few examples of educational levels. Both types of (co-educational and girls' institutes) senior secondary schools have been selected as educational institutes for the current study.

Co-educational institutes-The term "co-educational institutes" refers to institutes that offer an educational program in which male and girl students are educated together in a formal educational setting.

Girls' institutes- The term "girls' institute" describes educational institutes that offer a system of education in which only girl students are taught in a formal classroom setting.



Senior Secondary level-The classes XI and XII are categorised as senior secondary level and the girl students studying in these classes are regarded as senior secondary girls' students.

REVIEW OF THE RELATED LITERATURE

Zaman and Hoque (2013) investigated the emotional intelligence of girl's students studying at secondary level in unisex and co-educational institutes of Bangladesh and found no significant difference in emotional intelligence of girls studying in both kind of institutes. Rani (2017) observed the senior secondary school students to study their emotional intelligence with respect to gender type, school type and their academic achievement and reported that there was no significant difference in EI of the student with respect to gender type and school type, but a significant difference was observed in the EI of high achievers and low achievers. Aihie (2018) examined the emotional intelligence of adolescent Nigerian girls studying in single sex schools and co-educational schools at secondary level and the study concluded that there is no significant difference between the emotional intelligence of the girls studying in both types of schools. Kumar (2018) reported that there was no significant difference existed between the urban-rural, co-education-girls school's adolescents, Tamil and English medium of adolescents and nuclear - joint families adolescents' students with regards to their emotional intelligence. Naik & Kiran (2018) reported that EI and achievement motivation of college students were significantly positively correlated, and its t-test analysis indicated that the EI of male and girl students were significantly different but there was found no difference in achievement motivation for males and females. Nikooyeh, Zarani and Fathabadi (2017) concluded that the trait emotional intelligence, school adjustment and social skills are positively correlated.

OBJECTIVES OF THE STUDY

- 1.0 To compare the 'emotional intelligence' of girl students studying in co-educational institutes and girls' institutes.
- 2.0 To compare the 'Understanding Emotion' as dimension of emotional intelligence of girl students studying in co-educational institutes and girls' institutes.
- 3.0 To compare the 'Understanding Motivation' as dimension of emotional intelligence of girl students studying in co-educational institutes and girls' institutes.
- 4.0 To compare the 'Empathy' as dimension of emotional intelligence of girl students studying in co-educational institutes and girls' institutes.



5.0 To compare the ‘Handling Relations’ as dimension of emotional intelligence of girl students studying in co-educational institutes and girls’ institutes.

HYPOTHESES OF THE STUDY -The null hypotheses of the present study are as follows-

1. 0 There is no significant difference between the ‘Emotional Intelligence’ of girl students, studying in co-educational institutes and girls’ institutes.

2.0 There is no significant difference between “Understanding emotions’ as the dimension of emotional intelligence” of girl students, studying in co-educational institutes and girls’ institutes.

3.0 There is no significant difference between “Understanding Motivation’ as the dimension of emotional intelligence” of girl students studying in co-educational institutes and girls’ institutes.

4.0 There is no significant difference between “Empathy’ as the dimension of emotional intelligence” of girl students studying in co-educational institutes and girls’ institutes.

5.0 There is no significant difference between “Handling Relations’ as the dimension of emotional intelligence” of girl students studying in co-educational institutes and girls’ institutes.

Method of the study- Descriptive Survey method was used in present study.

Population of the study: All the girl students studying in Class XI in the co-educational and girls’ schools affiliated to UP Board (Uttar Pradesh Madhyamik Shiksha Parishad, Prayagraj) of school education, situated in the urban and town areas of Ghaziabad district have been defined as the population of this study.

Sample of the study: The sample of present study comprised of 500 girl students studying in Class XI in the institutes affiliated to UP Board (Uttar Pradesh Madhyamik Shiksha Parishad, Prayagraj) of school education, situated in the urban and town areas of Ghaziabad district. Out of which 250 girl students were selected from co-educational institute and other 250 girl students were selected from girls’ institutes by random sampling technique.

Research Tool Used:

Emotional Intelligence Scale developed by Dr. Arun Kumar Singh and Dr. Shruti Narain was used to collect the data.



HYPOTHESIS 2.0

Hypothesis 2 is read as: - “There is no significant difference between “understanding emotions’ as the dimension of emotional intelligence of girl’s students studying in co-educational institutes and girls’ institutes at senior secondary level”. This hypothesis has been tested by using ‘t’ test of significance. Major values of the t- test was as below-

Table – 2.0

The table shows the ‘t’ values for ‘Understanding Emotions’ dimension of girl Students studying in co- educational institutes and girl students studying in girls’ institutes: -

Groups of the Girls	N	Mean	S.D.	SEm	‘t’ value	Description
Co-Education institute	250	2.468	0.965	0.0610	4.62	Null hypothesis rejected
Girls’ institute	250	2.86	0.931	0.0589		

Table value at 0.05 level = 1.96 and at .01 level = 2.59

Calculated ‘t’ value = 4.62 df = 498

‘t’ value significant

From the above table, it is clear that the obtained ‘t’ value is higher than the table value at .01 level of significance for df 498, hence the null hypothesis was rejected, and it has been concluded here that the girls from both the institutes had different level of, dimension ‘understanding emotion’. It is also concluded from the mean scores that girl students studying in girls’ institutes were slightly better in ‘understanding emotions’ dimension of emotional intelligence, as the mean of the group of girls studying in girls’ institutes was slightly higher than the mean of the group of girls studying in co-educational institutes. This may be due the fact that girls are more expressive in nature, and they use to share their feelings with their female classmates in girls’ institute openly without hesitation which cannot be possible in front of their male classmates in co-educational institutes.



HYPOTHESIS 3.0

This hypothesis is read as: - **“There is no significant difference between ‘understanding motivation’ as the dimension of emotional intelligence of girl’s students studying in co-educational institutes and girls’ institutes.”** This hypothesis has been tested by using ‘t’ test of significance. Major values of the ‘t’- test was as below-

Table – 3

Table showing the ‘t’ values for ‘Understanding Motivation’ dimension of girl Students studying in co- educational institutes and girl students studying in girls’ institutes: -

Groups of the Girls	N	Mean	S.D.	SEm	t’value	Description
Co-Education institute	250	5.904	1.328	0.0840	2.63	Null hypothesis rejected
Girls’ institute	250	5.572	1.485	0.0939		

Table value at 0.05 level = 1.96

at .01 level = 2.59

Calculated’ value = 2.63

df = 498

‘t’ value significant

It is clear from the above table that the obtained ‘t’ value is higher than the table value at both the levels of significances for df 498. So, the null hypothesis was rejected, and it has been interpreted here that the girl students studying in co-education institutes were found to be better adjusted in ‘Understanding dimension of Emotional Intelligence than the group of girl students studying in girls’ institutes as the mean of the group of girls studying in co-educational Institutes was higher.

This may be the impact of boys’ personalities on the personality of girl students studying in co-educational institutes as boys are generally more enthusiastic, bold, and show risk-taking



behaviour, due to which they feel strongly motivated in doing any task, which may also have a positive impact on their female classmates. This may be the reason why female students studying in co-educational institutes can perceive and understand motivation in a better way than girl students studying in girls’ institutes.

HYPOTHESIS 4.0

This hypothesis is read as: - **“There is no significant difference between ‘empathy’ as the dimension of emotional intelligence of girls’ students studying in co-educational institutes and girls’ institutes.”** This hypothesis has been tested by using ‘t’ test of significance. Major values of the ‘t’- test was as below-

Table – 4.0

The table shows the ‘t’ values for ‘Empathy’ dimension of girl Students studying in co-educational institutes and girl students studying in girls’ institutes: -

Groups of the Girls	N	Mean	S.D.	SEm	‘t’ value	Description
Co-Education institute	250	7.924	1.433	0.0906	0.64	Null hypothesis accepted
Girls’ institute	250	7.84	1.461	0.0924		

Table value at 0.05 level = 1.96 at 0 .01 level = 2.59

Calculated ‘t’ value = 0.64 df = 498

‘t’ value Not significant

It is clear from the above table that the obtained ‘t’ value is lesser than the table value at .01 level as well as .05 level of significance for df 498, hence the null hypothesis was accepted, and it has been concluded here that the girl students from both kind of institutes have same level of empathy. This finding can be explained with the help of the notion that empathy is a human



character and there are equal chances of having it in any individual’s personality, no matter in what kind of institution he or she is studying. As there are so many factors that directly and indirectly influence the nature of any individual.

HYPOTHESIS 5.0

This hypothesis is read as: - **“There is no significant difference between ‘Handling Relations’ as the dimension of emotional intelligence of girls’ students studying in co-educational institutes and girls’ institutes.”** This hypothesis has been tested by using ‘t’ test of significance. Major values of the ‘t’- test was as below-

Table – 5.0

The table shows the ‘t’ values for ‘Handling Relations’ dimension of girl Students studying in co- educational institutes and girl students studying in girls’ institutes: -

Groups of the Girls	N	Mean	S.D.	SEm	‘t’ value	Description
Co-Education institute	250	6.424	1.624	0.1027	2.20	Null Hypothesis Accepted at .01 level.
Girls’ institute	250	6.728	1.461	0.0924		

Table value at 0.05 level = 1.96

at .01 level = 2.59

Calculated ‘t’ value = 2.20

df = 498

‘t’ value Not significant

It is clear from the above table that the obtained ‘t’ value is significant at 0.05 level of significance but non-significant at 0.01 level of significance. It means girls differ significantly with respect to the dimension ‘handling relations but not highly differ because this value is non-significant at 0.01 level of significance, and it has been concluded here that girl students studying in girls’ institutes were slightly better in ‘handling relations’ than the girl students studying in co-



educational institutes as the mean of the girl students studying in girls' institutes was on slightly higher side.

The findings of the first hypothesis of this study stated that 'there exists no difference between the emotional intelligence of girl students studying in both types of institutes and this hypothesis got accepted. A study conducted by, Schutte (2010) also support this finding as this study established a strong positive correlation between emotional intelligence and interpersonal relationships i.e., level of mutual relations will be the same as the level of emotional intelligence. This result supports the findings of the present study regarding the first and fifth hypotheses 'as both the hypotheses were got accepted and we can correlate this result to our fifth finding and we can conclude here that as there is no difference in the emotional intelligence of girl students studying in both type of institutes, there will be no difference in their level of 'handling relation' dimension.

FINDINGS OF THE STUDY

1. No significant difference was found in the 'emotional intelligence' and its 'empathy' dimension of girl students studying in co-educational institutes and girls' institutes.
2. A significant difference was noticed in the two dimensions of Emotional intelligence namely 'understanding motivation' and 'understanding emotions. The girl students studying in girls' institutes were better in 'understanding emotion 'dimension, while on the other side, the girl students studying in co-educational institutes were better in 'understanding motivations' dimension of emotional intelligence.
3. A significant difference was found in the 'handling relations' dimension only at 0.05 level of significance but the t-value was non-significant at 0.01 level. It means girls differ significantly with respect to the dimension 'handling relations but not highly differ because this value is non-significant at 0.01 level of significance, this difference can be interpreted as - the girl students studying in girls' institutes were better in handling their relations than the girls studying in co-educational institutes as their mean score were on higher side.

CONCLUSIONS

The findings revealed the fact that there exists a significant difference in two dimensions i.e., 'understanding motivation' and 'understanding emotions of the girl students studying in co-educational institutes and girls 'institutes, and this difference can be interpreted as the girl students studying in girls' institutes are more emotionally adjusted and supposed to have more



capability to understand their own emotions and other's emotions as well. On the other hand, the girl students studying in co-educational institutes have better ability to understand motivations and are more motivated than the girls studying in girl's institutes.

EDUCATIONAL IMPLICATIONS

This fact indicates that some special type of programs should be implemented for the girls studying in both kinds of institutes to improve their emotional intelligence. There is a need to pay more attention to the counseling of such girl students. Meditation, Yoga, Sports, and Healthy learning activities should be incorporated in school practices to develop these girls into emotionally balanced individuals. The results of this study have substantial practical ramifications that can be summed up as follows:

- The findings of the study will help parents, teachers, administrators, planners, psychologists, and others in better understanding of the emotional challenges that teenage females face in the context of educational institutions.
- The knowledge gained from its conclusions will have a significant positive impact on senior secondary girl students' academic performance and adjustment. Additionally, it will benefit the counsellors.

BIBLIOGRAPHY

1. Aihie, O. N., & Nigeria, B. C. (2018). Self-efficacy and Emotional Intelligence Among Nigerian Adolescents in Single-Sex and Co-Educational Secondary Schools. *J. Educ. Pract*, 9(11), 92-98.
2. Davis, S. K. (2018). Emotional intelligence and attentional bias for threat- related emotion under stress. *Scandinavian journal of psychology*, 59(3), 328-339.
3. Garret, H. E. (2014). *Statistics in Psychology and Education* (1st edi.). Paragon International Publishers.
4. Goetz, T., & Bieg, M. (2016). Academic emotions and their regulation via emotional intelligence. *Psychosocial skills and school systems in the 21st century* (pp. 279-298). Springer, Cham.
5. Guerra-Bustamante, J., León-del-Barco, B., Yuste-Tosina, R., López-Ramos, V. M., & Mendo-Lázaro, S. (2019). Emotional intelligence and psychological well-being in adolescents. *International journal of environmental research and public health*, 16(10), 1720.



6. Kaur, S., & Singh, A. (2014). Emotional intelligence of high school students in relation to emotional maturity. *International Journal of Education and Management Studies*, 4(4), 282.
7. Kumar, S. (2018). Emotional Intelligence and Social Adjustment Among Adolescent Students. 16-21.
8. Naik, D., & Kiran, A. D. (2018). Emotional intelligence and achievement motivation among college students. *Indian Journal of Health and Wellbeing*, 9(1), 86-88.
9. Nikooyeh, E., Zarani, F., & Fathabadi, J. (2017). The mediating role of social skills and sensation seeking in the relationship between trait emotional intelligence and school adjustment in adolescents. *Journal of Adolescence*, 59, 45-50.
10. Rani, R. (2017). Emotional Intelligence among senior secondary school students in relation to their gender, type of school and academic achievement. *Bhartiyam International Journal of Education and Research*, 6(2), 13-18.
11. Schutte, N. S., Malouff, J. M., Bobik, C., Coston, T. D., Greeson, C., Jedlicka, C., & Wendorf, G. (2001). Emotional intelligence and interpersonal relations. *The Journal of social psychology*, 141(4), 523-536.
12. Sharma, B., & Patidar, J. (2018). Effects of Different School Environment on Personality Development of Rural Girls Students in Ratlam District, India. *International Journal of Current Microbiology of Applied Science*, 7(2), 411-416.
13. Zaman, A., & Hoque, M. E. (2013). Female role perception, emotional intelligence and interpersonal problem among grade 9 and 10 students from Dhaka, Bangladesh: a comparative study. *Gender and Behaviour*, 11(2), 5455-5463.