EMOTIONAL INTELLIGENCE AMONG SECONDARY STUDENTS: ROLE OF GENDER AND TYPE OF SCHOOL

Dhananjay Joshi and Indrajeet Dutta

In recent years emotional intelligence has gained immense importance especially in predicting the success and failure of an individual in his life. The one who has high level of emotional intelligence is found to be better in handling the situations of life than one who has low level of emotional intelligence. Children in the age group of 14-16 years pass through the phase of life which is considered to be crucial in determining the development of a later phase of life. This phase is considered by many as stress and storm. Therefore, it is imperative that they are able to handle and control their emotions as it has implications for their immediate and future life. The present study was conducted in the urban settings wherein 246 students from public and private-funded institutions participated. The result indicated that female students have higher emotional intelligence in comparison to their male counterparts whereas the type of school does not act as a significant factor in differentiating emotional intelligence.

KEYWORDS: Emotional Intelligence, Gender, Adolescents, Private and Government Schools

INTRODUCTION

 "IQ contributes about 20% to the factor that determine success - leaving 80% to other factors. These other factors make up what is called emotional intelligence or EQ".
Daniel Goleman (1995)

Presently we are living in a society where every individual is surrounded by a host of problems. The problem generally ranges from personal to social, economic to geopolitical, ethnic-racial to cultural along with environmental and health. Many of us will agree that the solution to these problems will

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require an individual to possess not only well-developed intellectual abilities but also social and emotional abilities. It will be not unfruitful to say that "solution for many of the problems lies with the individual's ability to handle self, others and situations effectively". It is this recognition of interpersonal skills and the ability to get along effectively with others that has forced the researcher to venture out and learn more about emotional intelligence. In the past two decades emotional intelligence as a psychological construct has been researched from the cognitive, personality and behavioural perspectives. Researchers have found emotional awareness and the ability to handle feelings will determine success and happiness in all walks of life. It is evident from researches that people with high emotional intelligence, possess the skill of expressing emotions as much as controlling them, whereas people with low emotional intelligence tend to blame others for their feelings, are unable to articulate their feelings and are more prone to criticism and judge others.

When such importance is ascribed to emotional intelligence then, how do we make our children emotionally intelligent, so that they can handle the toughest situation with ease? Gottman in his book, Raising an Emotionally Intelligent Child has stressed that for parents' emotional intelligence means making them aware of their children's feelings, able to empathize, soothe and guide them. Normally, first lesson of expressing emotions is leant by a child in his family. This is being learnt through interaction between himself and his family members especially the parents. Parents can help children with the basics of emotional intelligence by: learning how to recognize, manage, and harness their feelings; empathizing; and handling the feelings that arise in relationships. The advantages are social, cognitive, and biological. This emotional coaching operates not just through the things that parents say and do directly to children, but also in the models they offer for handling their own feelings and those that pass between husband and wife. The relationship between affective and emotional aspects of parental behaviour and the child's emotional adjustment is family and culture specific (Nihara, Tomiyasu & Oshi, 1987).

Though, the early years of emotional coaching by parents help the child in the later stage of development, but it is of more importance that adolescence is the crucial age where there is a heightened level of emotions. Youth is a period of physical and psychological maturity, when an individual is expected to establish his or her own identity and to develop necessary skills for socially responsible behaviour. It is also a period of heightened emotionality that they feel the emotions in a stronger and more persistent manner. It is important that at this stage it is necessary that a child needs to control or regulate emotions. Adolescence need to be emotionally stabilized. The youth's transition to adulthood can be a smooth process facilitated by the guidance of securing, nurturing and understanding parents in an emotionally conducive

environment (Erickson, 1968). An emotionally stabilized adolescent carries out his responsibilities and his relationships in an empathetic manner. A family where emotional bonding and communication between youth and parents are adequate with clear behavioural standards, only then youth can become emotionally competent, responsible, independent, confident and socially competent (Goleman, 1995). Emotional expressiveness is the style of parents or patterns of behaviours in the process of parent-child interaction in the socialization process. The expressiveness of parents extends emotional learning beyond the acquisition of social skills, such as coding and decoding, to the utilization of rules about emotion in multiple contexts.

REVIEW OF RELATED LITERATURE

Emotional intelligence has been extensively studied with various social-psychological and demographic variables. Competing evidence exists surrounding whether or not males and females differ significantly in general levels of emotional intelligence. On one hand studies done by Goleman (1998), Tyagi (2004), Mathur, Malhotra and Dube (2005), Depape, Hakim-Larson and Voelker (2006) and Singh, Chaudhary and Asthana (2008) asserts that no gender differences in emotional intelligence (E.I) exist, admitting that while men and women may have different profiles of strengths and weaknesses in different areas of emotional intelligence, their overall levels of EI are equivalent. On the other hand studies done by Uma Devi and Rayal (2004), Hunt and Evans (2004), Brackett, Warner and Bosco (2005), Mishra and Ranjan (2008), Carr (2009) have revealed that gender difference affects emotional intelligence. Their results showed that males were found to be significantly higher on emotional intelligence than the females. However, most research studies on emotional intelligence across different cultures had revealed that females were better at regulating and handling emotions than the males. Studies by Mayer and Geher (1996), Mayer, Caruso, and Salovey (1999), Thingujam and Ram (2000), Ciarrochi, Chan and Bajgar (2001), Charbonneau and Nicol (2002), Brackett, Mayer and Warner (2004), Kafetsios (2004), Petrides, Furnham and Martin (2004), Van Rooy, Alonso and Viswesvaran (2005), Austin, Evans, Goldwater and Potter (2006), Miville, Carlozzi, Gushue and Schara (2006), Saranya and Velayudhan (2008), Nasar and Nasar (2008), Tatawadi (2009) and Mohanty and Devi (2010) supported that females score higher on measures of emotional intelligence than males both in professional and personal settings. Study done by Anupama (2013), Kamalpreet (2013) and Chauhan (2014) related to emotional intelligence and type of school attended by the students indicates that private school students have higher emotional intelligence than the government school students whereas study done by Maharana and Nisha (2013), Amanda (2008) did indicate there is no difference between the emotional intelligence of private and government school students.

OBJECTIVES OF THE STUDY

The objectives of the study are:
1. To find the level of emotional intelligence of female and male students.
2. To find the level of emotional intelligence of private and government school students.
3. To compare the emotional intelligence of female and male students.
4. To compare the emotional intelligence of private and government school students.

HYPOTHESES

1. Ho1: There is no significant difference in the EI mean scores between the males and the females.
2. Ho2 : There is no significant difference in the mean scores on components of EI sub-skills between the private and the government students.

RESEARCH METHODOLOGY

The present study employed a descriptive survey method. The details are presented in the following sections:

SAMPLE

Samples were drawn from the students of tenth standard studying in private and government schools. A total of 246 male and female students aged 14-16 years were selected. Selection of student was done through multistage sampling technique.

TOOL USED

The data were collected by using Emotional Intelligence (EI) Test, which was developed by Sharma (2011). The test consists of sixty statements framed both in positive and negative. The items were categorized into five emotional sub skills Self-Awareness, Managing Emotions, Motivating oneself, Empathy and Handling Relationship as given in Table 1. It is a Likert type scale having a continuum of response ranging from Always to Never. The scoring pattern for positively worded statement is 5 to 1 whereas for negatively worded statement is 1 to 5. The situations are designed to assess one's ability to succeed in coping with environmental demands and pressures. Each dimension fetches one raw score and thus in all there are five raw scores for five sub-dimensions which were categorized into three groups as high, average and below average. The sum of the scores of all the dimensions gave an overall EI score, which indicate emotional intelligence of an individual. The tool is highly reliable and reliability is estimated through split half method and it is equal to 0.75.

Table1
Description of Scores of Emotional Intelligence.

S.No.	Domain	Below Average	Average	High
1	Self-Awareness	12-28	28-44	44-60
2	Managing Emotions	7-16	16-25	25-35
3	Motivating Oneself	14-33	33-52	52-70
4	Empathy	9-21	21-35	35-45
5	Handling Relationship	18-46	46-70	70-90
6	Emotional Intelligence	60-140	140-220	220-300

The responses to the entire range will be interpreted as 'high' (220 and above), 'average' (from 140-220), 'below average' (from 60-140).

RESULTS OF THE STUDY

The data were analysed in the light of hypothesis designed for the study and findings have been encapsulated in the following headings for better comprehensibility of the readers.

1. The Level of Emotional Intelligence of Female and Male Students on Different Dimensions of Emotional Intelligence, Including Overall EI.

A percentage wise analysis of both the groups under three categories i.e. high, average and below average are presented in Table 2.

Table 2
Level of EQ in Different Dimensions of EI of Female and Male Students.

S.No	Dimensions of Emotional Intelligence	Level of Emotional Intelligence	Gender of Students					
			Female		Male		Total	
			N	%	N	%	N	%
1.	Self-Awareness	H	20	17.4	12	9.2	32	13.0
		A	94	81.7	117	89.3	211	85.8
		BA	01	0.9	02	1.5	03	1.2
2.	Managing Emotions	H	4	3.5	7	5.3	11	4.4
		A	94	81.7	101	77.1	195	79.3
		BA	17	14.8	23	17.6	40	16.3
3.	Motivating Oneself	H	84	73.0	78	59.5	162	65.9
		A	31	27.0	53	40.5	84	34.1
		BA	00	0.0	0.0	0.0	00	0.0
4.	Empathy	H	10	8.7	09	6.9	19	7.7
		A	103	89.6	121	92.4	224	91.1
		BA	02	1.7	01	0.7	03	1.2
5.	Handling Relationships	H	48	41.7	32	24.4	80	32.5
		A	66	57.4	99	75.6	165	67.1
		BA	01	0.9	00	0.0	01	0.4
6.	Emotional Intelligence	H	32	27.8	19	14.5	51	20.7
		A	83	72.2	112	85.5	195	79.3
		BA	00	0.0	0.0	0.0	00	0.0

Self-Awareness: The dimension of self-awareness indicates knowing what the individual is feeling at the moment, and using those preferences to guide our decision making; having a realistic assessment of our own abilities and a well-grounded sense of self confidence. It is clear from the Table 2 that 81.7% of

female students fall in the average category, whereas 17.4% in high and only 0.9% in the below average category. In case of males, as high as 89.3% fall in average category, whereas this percentage of high and the below average category was 9.2% and 1.5% respectively. If we compare the females and males on this dimension, it is evident from the Table 3, the percentage of males (89.3%) is higher in comparison to that of females (81.7%) in an average category of emotional intelligence, whereas in case of a high category, the female percentage (17.4%) is higher than the male (9.2%). If we sum up the respondents (female and male students) the percentage of students that fall in the average category was 85.8% and 13.0% students that fall in the high category. Only a very small percentage, i.e., 1.2% fall in the below average category. Thus, we can say a significantly large sample of students irrespective of their gender falls in the average category in the self-awareness dimension of emotional intelligence. This indicates students have an average awareness of their self and its abilities.

Managing Emotions: The second dimension to measure in emotional intelligence was managing emotions. It indicates and measures handling of emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals and recovering well from emotional distress. In this dimension, percentage of the female students fall in the average category was 81.7% and in the below average category it was 14.8%. Only a very small percentage, i.e., 3.5% of female students fall in a high category. In case of male students, 77.1% fall in an average category, 17.6% fall in below average and 5.3% in a high category of the second dimension of emotional intelligence, i.e., managing emotions. If we compare the females and males on this dimension, it is evident from Table 2 that the percentage of females (81.7%) is higher in comparison to that of males (9.2%) in an average category of emotional intelligence, whereas in case of below average category, the percentage of males (17.6%) is higher than the females (14.8%). If we look into the high category males (5.3%) have a higher percentage than the female (3.5%) students. It can be further observed from the table that a high percentage, i.e., 79.3% of students (female and male) fall in the average category, whereas this percentage for below average and a high category is 16.3% and 4.4% respectively. Thus, it can be concluded that a large sample of students, unlike the first dimension falls in the average category irrespective of gender. This indicates that the majority of students manage or handle their emotions in an average way.

Self-Motivation: This dimension measures the individuals' deepest preference to move toward the goal, to help to take initiative and strive to improve and to preserve in the face of setbacks and frustrations. It is evident from Table 2 that 73.0 % of female students fall in a high category of self-motivation, whereas 27.0% falls in the average category. In case of males, 59.5%

fall in high category and 40.5% falls in the average category. On comparing females and males on this dimension, the percentage of females (73%) in a high category of emotional intelligence is more in comparison to that of males (59.5%). In case of an average category, males had a higher percentage (40.5%) than the female (27.0%). If we sum up the respondents (female and male students) the percentage of students falling in the high category was 65.9% and 34.1% students fall in the average category. None of the students either in the case of females and males fall in the below average category of self-motivation. Thus, we can say a significantly large sample of students irrespective of their gender falls in the high category of self-motivation dimension of emotional intelligence. This indicates that a majority of students have a high ability to move toward the goals, to take initiatives and strive to improve and to preserve in the face of setbacks and frustrations.

Empathy: This dimension measures the sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people. The results in Table 2 indicate that in this dimension percentage of the female students fall in the average category was 89.6% and in a high category it was 8.7 %. Only a very small percentage, i.e., 1.7% of female students fall in the below average category. In case of male students, a very high percentage, i.e., 92.4% fall the in average category, 6.9% falls in high and 0.7 % in below an average category of empathy dimension of emotional intelligence. On comparing females and males on this dimension, the percentage of males (92.4%) in an average category is higher than the females (89.6%). In case of a high category, females had a higher percentage (8.7%) than the males (6.9%). It can further be observed from Table 2 that as high as 91.1% percentage of students (females and males) fall in the average category whereas this percentage for high and below an average category was 7.7% and 1.2% respectively. Thus, it can be concluded that a large sample of students falls in the average category irrespective of gender. This indicates that majority of students had average empathy.

Handling Relationships: The last dimension of emotional intelligence was handling relationship. Handling relationships means how well and accurately an individual reads a social situations and networks, interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes for cooperation and teamwork. It is evident from Table 2 that 57.4 % of female students fall in an average category of handling relationship whereas 41.7% fall in the high category. Merely 0.9% of female students fall in the below average category of handling relationship. In case of male students, 75.6% fall in average category and 24.4% falls in a high category. On comparing females and males on this dimension, the percentage of males (75.6%) in an average category is higher than the females (57.4%). In case of a high category, females had a higher percentage (41.7%) than the males (24.4%). If we sum up the

respondents (female and male students) the percentage of students, fall in the average category was 67.1% whereas 32.5% students fall in the high category. Only a very small percentage, i.e., 0.4% fall in the below average category. Thus, we can say a significantly large sample of students irrespective of their gender falls in the average category of handling relationship dimension of emotional intelligence. This indicates that majority of students have an average ability to read social situations, interact smoothly; use these skills to persuade and lead, negotiate and settle disputes for cooperation and teamwork.

Emotional Intelligence: It is type of social intelligence that involves the ability to monitor one's own and others emotions, to discriminate between them and to use the information to guide one's thinking and actions. It is evident from Table 2 that 72.2 % of female students had an overall average emotional intelligence whereas 27.8% females had an overall high emotional intelligence. In case of males, 85.5% had an overall average emotional intelligence and 14.5% had an overall high emotional intelligence. On comparing the females and males, males have a higher percentage (85.5%) than the females (72.2%) in the average category whereas in case of a high category of emotional intelligence females (27.8%) had higher percentage than the males (14.5%). It is indicated in Table 2 that 79.3% of students had an average emotional intelligence and only 20.7% had high emotional intelligence. None of the students either in the case of females or males had an overall below average emotional intelligence. Thus, we can say a significantly large sample of students irrespective of their gender had an average emotional intelligence. This indicates majority of students had an average ability to monitor one's own and others emotions, to discriminate between them and to use the information to guide one's thinking and actions. Given below in Figure 1 is the graphical representation of the distribution of female and male students in the various dimensions of emotional intelligence.
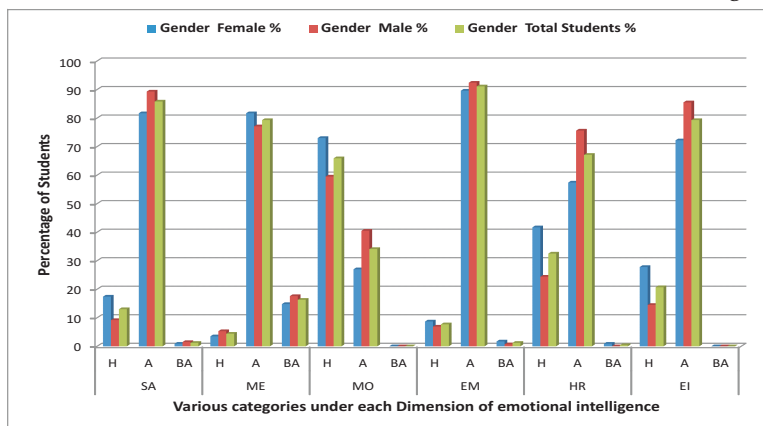

Figure 1. Bar Diagram Representing Female and Male Percentage on Emotional Intelligence and Its Various Dimensions.

2. The Emotional Intelligence of Private and Government School Students in Different Dimensions of Emotional Intelligence Including Overall EI.

A percentage wise analysis of both the groups under three categories i.e. High, Average and Below Average is presented in Table 3.

Table 3
Level of EQ in Different Dimensions of EI of Government and Private Students.

S.No	Dimensions of Emotional Intelligence	Categories	Type of School					
			Government		Private		Total	
			N	%	N	%	N	%
1.	Self-Awareness	H	20	16.26	18	14.63	38	15.45
		A	103	83.74	102	82.93	205	83.33
		BA	0	0	3	2.44	3	1.22
2.	Managing Emotions	H	14	11.38	7	5.69	21	8.54
		A	103	83.74	102	82.93	205	83.33
		BA	6	4.88	14	11.38	20	8.13
3.	Motivating Oneself	H	96	78.05	79	64.23	175	71.14
		A	27	21.95	44	35.77	71	28.86
		BA	0	0	0	0	0	0
4.	Empathy	H	11	8.95	22	17.89	33	13.41
		A	111	90.24	101	82.11	212	86.18
		BA	01	0.81	0	0	1	0.41
5.	Handling Relationships	H	50	40.65	43	34.96	93	37.81
		A	73	59.35	80	65.04	153	62.19
		BA	0	0	0	0	0	0
6.	Emotional Intelligence	H	26	21.14	27	21.95	53	21.54
		A	97	78.86	96	78.05	193	78.46
		BA	0	0	0	0	0	0

Self-Awareness: The dimension self-awareness indicates knowing what individual is feeling at the moment, and using those preferences to guide our decision making, having a realistic assessment of our own abilities and a well-grounded sense of self confidence. It is clear from Table 3 that 83.74% of government students fall in an average category, whereas 16.26% students fall in the high level. In case of private school, as high as 82.93% fall in an average category whereas this percentage for high and below an average category was 14.63% and 2.44% respectively. If we compare the students of government and private schools, it is evident from Table 3 that the percentage of the students of government schools (83.74%) is higher in comparison to that of private (82.93%) in an average category whereas in case of high, government has higher percentage (16.26%) is than the private (14.63%). If we sum up the respondents (government and private students) the percentage of students that fall in the average category was 83.33% and 15.45% students fall in the high category. Only a very small percentage of 1.22% falls in the below average category. Thus, we can say a significantly large sample of students irrespective of their type of school falls in the average category in the self-awareness dimension of emotional intelligence.

Managing Emotions: The second dimension to measure in emotional intelligence was managing emotions. It indicates and measures handling of emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals and recovering well from emotional distress. In this dimension, percentage of the government students falling in the average category was 83.74% and in a high category it was 11.38%. A small percentage, i.e., 4.88% of government students fall in below an average category. In case of private school students, 82.93% fall in an average category, 11.38% fall in below average and 5.69% in a high category of managing emotions. If we compare the government and private students on this dimension, it is evident from Table 3 that the percentage of government (83.74%) is higher in comparison to that of males (82.93%) in an average category of managing emotions whereas in case of the below average category, government students (4.88%) have lower value than the private students(11.38%). If we look into the high category, government students (11.38%) have higher percentage than private (5.69%) students. It can further be observed from Table 3 that a high percentage, i.e., 83.33% of students (government and private) fall in the average category whereas this percentage for below average and a high category is 8.13% and 8.54% respectively. Thus it can be concluded that a large sample of students unlike first dimension fall in the average category irrespective of type of school.

Self-Motivation: This dimension measures the individuals' deepest preference to move toward the goals, to help to take initiative and strive to improve and to preserve in the face of setbacks and frustrations. It is evident from Table 3 that 78.05 % of government students fall in a high category of self-motivation, whereas 21.95% fall in the average category. In case of private, 64.23% fall in high category and 35.77% fall in an average category. On comparing females and males on this dimension, the percentage of government students (78.05%) in a high category of motivating oneself is more in comparison to that of private students (64.23%). In case of an average category, private students had a higher percentage (35.77%) than the government (21.95%). If we sum up the respondents (government and private students) the percentage of students that fall in the high category was 71.14% and 28.86% students fall in the average category. None of the students in either type of school falls in the below average category of self-motivation. Thus, we can say a significantly large sample of students irrespective of the type of school falls in the high category of self-motivation dimension of emotional intelligence.

Empathy: This dimension measures the sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people. The results in Table 3 indicate that in this dimension a very high percentage of the government student's fall in the average category

(90.24%) whereas in a high category, it was 8.95 %. Only a very small percentage, i.e., 0.81% of students fall in below average category. In case of private students, a high percentage, i.e., 82.11% fall in average category and 17.89% fall in a high category of empathy dimension of emotional intelligence. On comparing private and government students on this dimension, the percentage of government students (90.24%) in an average category is higher than the private students (82.11%). In case of a high category, private schools had a higher percentage (17.89%) than the government schools (8.95%). It can further be observed from Table 3 that as high as 86.18% percentage of students (government and private) falls in the average category whereas this percentage for high and below average category was 13.41% and 0.41% respectively. Thus, it can be concluded that a large sample of students falls in the average category irrespective of gender. This indicates that majority of students had average empathy.

Handling Relationships: The last dimension of emotional intelligence was handling relationship. Handling relationships means how well and accurately an individual reads a social situation, networks and interacts smoothly; using these skills to persuade and lead, negotiate and settle disputes for cooperation and teamwork. It is evident from Table 3 that 59.35 % of government students fall in an average category whereas 65.04% private students fall in the average category. In case of a high category, 40.65% of government students fall in it whereas 34.96% private students fall in it. On comparing both the schools on this dimension, the government students had higher percentage (40.65%) in a high category than the private school students (34.96%). In case of an average category, private school students had a higher percentage (65.04%) than the government school students (59.35%). If we sum up the respondents (government and private students) the percentage of students that fall in the average category was 62.19% whereas 37.81% students fall in the high category. Thus, we can say a significantly large sample of students irrespective of their type of schools fall in the average category of handling relationship dimension of emotional intelligence.

Emotional Intelligence: It is type of social intelligence that involves the ability to monitor one's own and others emotions, to discriminate between them and to use the information to guide one's thinking and actions. It is evident from Table 3 that 78.86% of government students had an average emotional intelligence whereas 21.14% had high emotional intelligence. In case of private schools, 78.05% had an average emotional intelligence and 21.95% had high emotional intelligence. On comparing both types of school students, government students had a higher percentage (78.86%) than the private school students (78.05%) in the average category whereas in case of a high category of emotional intelligence, private school students had higher

percentage (21.95%) than the government school students (21.14%). It can be seen from Table 3 that 78.46% of students had an average emotional intelligence and only 21.54% had high emotional intelligence. None of the students either in the case of government and private schools had below average emotional intelligence. Thus, we can say a significantly large sample of students irrespective of their type of school had an average emotional intelligence. Given below in Figure 2 is the graphical representation of the distribution of female and male students in the various dimensions of emotional intelligence.
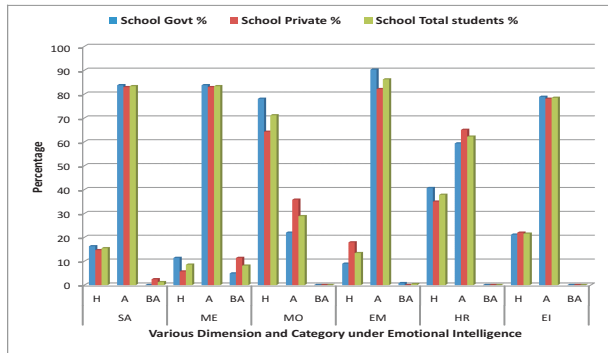

Figure 2. Bar Diagram Representing Government and Private School Students percentage on Emotional Intelligence and its Various Dimensions.

3. Comparison Between Female and Male Students on Different Dimensions of EI.

To compare the female and male students on different dimensions of emotional intelligence, mean and standard deviation was computed and t-test was applied. The detailed analysis is presented in Table 4.

Table 4

Comparison between Male and Female Students on EI and its Different Dimensions.

S.No.	Dimension of Emotional Intelligence	Gender of Student	N	Mean	S.D	t
1	Self-Awareness	Female	115	39.6696	4.98721	2.10*
		Male	131	38.4046	4.43375	
2	Managing Emotions	Female	115	19.7304	2.86026	0.04
		Male	131	19.7481	3.25894	
3	Motivating Oneself	Female	115	55.0957	5.44828	2.09*
		Male	131	53.6565	5.31438	
4	Empathy	Female	115	30.2435	3.89915	0.27
		Male	131	30.1145	3.57909	
5	Handling Relationship	Female	115	68.1391	6.60925	2.05*
		Male	131	66.4733	6.11848	
6	Emotional Intelligence	Female	115	212.8783	13.65178	2.62**
		Male	131	208.3969	13.08827	

*Significant at .05 level   ** Significant at .01 level*

Table 4 shows that observed t-value for emotional intelligence and three out of its five dimensions viz. self awareness, motivating oneself and handling relationship exceed the table value at .05 level of significance. Therefore, the concerned null hypothesis is rejected. Hence male and female students differ significantly in terms of emotional intelligence in three out of its five dimensions. Table 4 further shows that mean EI and three dimensions' score of female students are more than those of male students. It means female students are better than their counterparts on EI and three out of its five dimensions. It is further seen from the table that t values for two dimensions viz. managing emotions and empathy does not exceed the table value at .05 level of significance. Hence, the concerned null hypothesis is accepted. Hence, male and female students do not differ significantly with regard to two dimensions of EI. From the above it can be said that male and female students differ significantly in terms of EI and its dimensions, i.e., self awareness, motivating themselves and handling relationship except managing emotions and empathy.

4. Comparison between Private and Government School Students on Different Dimensions of EI.

To compare the students of private and government schools on different dimensions of emotional intelligence, mean and standard deviation was computed and t-test was applied. The detail analysis is presented in Table 5.

Table 5
Comparison between Private and Government School Students on EI and its Different Dimensions.

S.No.	Dimensions of Emotional Intelligence	Type of School	N	Mean	S.D	t
1	Self-Awareness	Private	123	38.8049	4.89506	0.63
		Government	123	39.1870	4.57783	
2	Managing Emotions	Private	123	20.1707	3.14853	2.21*
		Government	123	19.3089	2.94521	
3	Motivating Oneself	Private	123	53.8374	5.06737	1.42
		Government	123	54.8211	5.71887	
4	Empathy	Private	123	30.8862	3.69582	3.04**
		Government	123	29.4634	3.63113	
5	Handling relationship	Private	123	67.3902	6.08496	0.33
		Government	123	67.1138	6.71090	
6	Emotional intelligence	Private	123	211.0894	19.6451	0.69
		Government	123	209.8943	18.90492	

*Significant at .05 level   **Significant at .01 level

Table 5 shows that observed t-value for emotional intelligence and two

out of its five dimensions viz. managing emotions and empathy exceed the table value at .05 level of significance. Therefore, the concerned null hypothesis is rejected. Hence, students of private and government school differ significantly in terms of emotional intelligence in two out of its five dimensions. Table 5 further shows that the mean score of EI and its two dimension scores of private school students are more than those of government school students. It means private school students are better than their counterparts on EI and two out of its five dimensions. It can further be seen from the table that t values for three dimensions viz. self-awareness, motivating oneself and handling relationship do not exceed the table value at .05 level of significance. Hence, the concerned null hypothesis is accepted. Hence, private and government school students do not differ significantly with regard to three dimensions of EI. If we compare the EI between the two types of school, it is further evident there is no significant difference between the mean scores of EI as far as types of school were concerned. From the above it can be said that private and government school students differ significantly in terms of dimensions such as managing emotions and empathy except self-awareness, motivating themselves and handling relationships.

DISCUSSION OF THE RESULTS

The present investigation of emotional intelligence among the adolescents has always been a concern for the researcher, the parents, community members, peer groups etc. Furthermore, a smooth transition from adolescence to adulthood is key for psychological well-being. As the prime objective of the study was to determine the emotional intelligence among the adolescents and whether sex and type of school act as a differentiating factor in emotional intelligence. The present findings related to various sub dimensions of emotional intelligence indicate that in all the five dimensions, i.e., self-awareness, managing-emotions, motivating oneself, empathy and handling relationship, majority of the female and male students had average level except motivating themselves where the majority of female and male students had high level. This shows that dimensions motivating oneself, handling relationship had significantly higher percentage of female students present in the high category in comparison to the male students. Also, it has been further reported that majority of the students had average level of emotional intelligence. While comparing the emotional intelligence between female and male students, it can be seen that a significant difference exists between females and males on emotional intelligence and females have higher emotional intelligence than males. Similar results have been reported by Chiarrochi, Chan et al. 2000; Wertlieb et al 1987; Wierzbicki, 1987. It has also been found that females are better off in dimensions of self-awareness, motivating oneself and handling relationships, which indicates that females have better perception about themselves and they can motivate themselves

better than the male students. Moreover, it has also been established that they are better off in handling their interpersonal relationships than the male (Brody & Hall, 2000; Ciarrochi, Hynes, & Crittenden, 2005; Hall & Mast, 2008; Hargie, Saunders, & Dickson, 1995). In case of the type of school, i.e., private and government, the majority of the students of government and private schools had an average level of self-awareness, managing-emotions, empathy and handling relationship except motivating oneself where the majority of students had high level. In this case too, the majority of the students studying in either school had an average level of emotional intelligence. It has been found that there is no significant difference in the emotional intelligence of students studying in government and private schools. But, if we look into the dimension wise results, the private students are better off than government students in the dimensions of managing emotions and empathy. This means that private students regulate and manage their emotions in a better manner in comparison to the government school students. It also means that private schools provide that climate wherein students are trained to handle, regulate and manage their emotions. Moreover, private school students are more empathetic in nature. This means that private school students are able to take another perspective and thus cultivating rapport and attunement with a broad diversity of people. Though, it is difficult to say why such behaviour is addressed to private students, but one aspect is attributed to the home environment and other school environment, which actually catalyses these two dimensions.

CONCLUSIONS

Emotional intelligence is one of the most significant predictors of the individual's ability to handle the situations. As emotional intelligence is not like IQ, which stagnates at one point of time, therefore it is indeed important that one should enhance the level of emotional intelligence with maturation. It helps an individual to develop his intrapersonal and interpersonal abilities, which will assist in overcoming the emotional outburst, and regularise and channelize it in the right direction. Adolescent age is the time where an individual faces the most turmoil of life and it is indeed important if this stage is passed off smoothly and positively it will help an individual to lead a healthy life. The current study indicates that majority of the students irrespective of gender and the type of school they are attending; they have an average level of emotional intelligence. Therefore, it is of utmost importance that their emotional intelligence should be nurtured in both home and school environment so that they can become healthy citizens. The current statistics of India reveal that in the age group of 15-29 years maximum students are prone to suicidal attempts which further strengthen the cause of nurturing and enhancing emotional intelligence of young adolescents.

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