

## A Comparative Study of Emotional Intelligence of Elementary School Students of District Kathua in terms of Gender and locality

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### ABSTRACT

The objectives of the study were to identify the levels of emotional intelligence among elementary school students. The study also aimed to reveal the differences between male & female elementary school students of district Kathua concerning their gender and local. The investigator collected data from 270 students. The data were collected by survey method using a questionnaire with the help of the Emotional Intelligence scale by Arun Kumar and Shruti Narain (2014). The analysis of data was done with the help of percentage analysis, Mean, Standard Deviation & t-test statistical techniques. The main findings of the study revealed that out of 270 elementary school students, 3.33% of students fall in the very poor category, 2.22% of students fall in the poor category, 55.5% of students fall in the average category, 29.6% of students fall in good category and 9.25% of students fall in a very good category in terms of the level of emotional intelligence. The study also showed that there was a significant difference in the levels of emotional intelligence of elementary school students based on gender and locality.

**Keywords:** Elementary school students, Emotional intelligence Gender, Government schools, Locality.

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### INTRODUCTION

Education is the process of developing one's abilities, attitudes, behavior, and potentials. Education is a long-term investment in human resources that has a strategic value for the continuity of human civilization in the world. A teacher may interpret education as a means for the creation of new man, as well as new society and new nation [1]. To a student, education is nothing but acquisition of knowledge, attitudes, and skills, passing examinations, and receiving degrees and diplomas. Education is a dynamic concept; its meaning differs from place to place from time to time and from person to person [2].

Emotional intelligence is ability to manage your own emotions in a positive way, which is based on feeling such that the person can solve all the problems [3]. Mayer and Salovey's skill model considers that EI is understood through four basic skills: "the skill of accurate perception, to make the emotions express, the skill which makes a person think, the skill how to understand the emotions. The three main aspects of Emotional Intelligence given by [4] are, Emotions as conscious experience would be primarily related to the dominant feelings. These 5 feelings are being of happiness, anger and fear. All these will constantly occur at the conscious level. These emotions seem to be of paramount importance in our individual and social adjustment. Emotions as physical response are of two types.

One is external response of bodily or facial expression which plays a vital role in manipulating the scenario. It is the fact that any strong emotion is accompanied by intensity of internal changes which involve muscular, chemical, glandular and neural activity in our physical system. Emotions as motives are the total picture of our motivational pattern functions. If we don't have emotions, we are equal to stone or iron.

Emotional Intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves [5]. It defines how and what we learn; it allows us to set priorities; it determines the majority of our 7 daily actions. EI has gained importance over the past few years for its contribution several fields working environment, leadership, and relationships among individuals. Moreover, the fact that in our paced highly technological world, children are spending too much time behind computer screens and smart phones, chatting with friends and even strangers on social networks such as Face book. Twitter etc, creating an even greater need, now more than ever, to develop EI, from an early age [6].

At elementary school level, most students explore vast career opportunities and decide their career path, In which they face many challenges as well as acquire knowledge and opportunities in specific fields for the future. It is the stage of

education that provides support to students and opens the door to pursuing advanced studies.

**RESEARCH METHODS**

The purpose of the research was to find the difference in Emotional Intelligence of the Government Elementary School Students of District Kathua. The investigator has collected data to Study the levels of Emotional Intelligence of Government Elementary School Students through the quantitative tool. The study is conducted through the descriptive Survey Method of research because it is the most popular and most widely used method in educational research. It is concerned with conditions, practices, structures, differences or relationships that exist, opinions held processes that are going on, or trends that are evident.

**Sample**

The Elementary school students of District Kathua formed the population of the study and the students of these schools formed the target population. The number of Elementary schools in district Kathua is 328 at present, out of which 78 are government schools and 250 are private schools. Government schools form 23% and private schools form 77% of the population respectively. The sample for the present study was drawn from the Government Schools of District Kathua. The sample was drawn by random sampling technique. A total of 270 students were chosen as a sample for the present study. Out of 270, 150 were male and 120 students were female. Out of the 270 students 180 were from Urban and 90 were from rural locations.

**Analysis and Interpretation of Data**

The data for the present study were collected by using the Emotional intelligence scale of [7] Further, the data collected were subjected to statistical treatment by using statistical techniques like mean, Standard deviation, t-value, and levels of significance. To make data analysis more understandable and comprehensive bar graphs were used.

**RESULTS AND CONCLUSION**

1. Identify the levels of emotional intelligence among elementary school students.

One of the objectives of the study was to identify and find the levels of emotional intelligence among elementary school students and the researcher used percentage analysis. The result of the analyzed data is given in Table 1

**1. Percentage-wise Distribution of the Overall Sample on the different levels of Emotional Intelligence**

Sr.	Level of Emotional Intelligence	N	Percentage
1	Very Poor	9	3.33%
2	Poor	6	2.22%
3	Average	150	55.5%
4	Good	80	29.6%
5	Very Good	25	9.25%

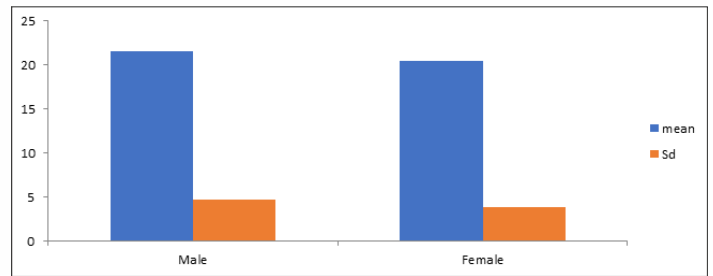
The analysis of table 1 reveals that out of a total sample of 270 students, 3.33% of students fall in the very poor category, 2.22% of students fall in the poor category, 55.5% of students fall in the average category, 29.6% of students fall in good category and 9.25% of students fall in the very good category.

**2. Gender Difference among Elementary Schools Students on the scores of Emotional Intelligence**

The second objective of the study was to find out the differences among elementary Schools Students on the scores of Emotional Intelligence based on gender the researcher used quantitative techniques of analysis for data and the t-test was used for statistical treatment of data. The result of the analyzed data is given in Table 2

**Gender Difference among Elementary Schools Students on the scores of Emotional Intelligence**

Gender	N	Mean	SD	t value	Df	Level of Significance at 0.05
Male	150	21.6	4.7	3.49	268	Significant
Female	120	20.41	6.70			



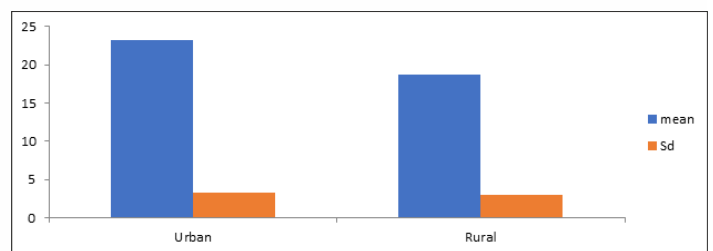
**Mean and Standard Deviation of emotional intelligence of male and female elementary school students based on gender.**

From the table, it was found that the mean value of male and female elementary school students based on gender was 21.6 and 20.41 respectively. Also, it was found the standard deviation of male and female students was 4.7 and 6.70 respectively. The calculated t- value was 3.49 which is found to be greater than the table value of 1.96 at a degree of freedom 268 at a 0.05 level of significance. It is then concluded that the t-value is significant at a 0.05 level of confidence.

**1. Locality Difference among Elementary Schools Students on the scores of Emotional Intelligence.**

The third objective of the study was to find out the differences among elementary Schools Students on the scores of Emotional Intelligence based on locale the researcher used quantitative techniques of analysis for data and the t-test was used for statistical treatment of data. The result of the analyzed data is given in Table 3

Locality	N	Mean	SD	t value	Df	Level of Significance at 0.05
Urban	180	23.21	3.32	3.6	268	Significant
Rural	90	18.75	2.95			



**Mean and Standard Deviation of emotional intelligence of male and female elementary school students based on locale**

From table 3 it was found that the mean value of male and female elementary school students based on locality was 23.1

and 18.75 respectively. Also, it was found the standard deviation of male and female students was 3.32 and 2.95 respectively. The calculated t- value was 3.6 which is found to be greater than the table value of 1.96 at a degree of freedom 268 at a 0.05 level of significance. It is then concluded that the t-value is significant at a 0.05 level of confidence.

## CONCLUSION

Emotional intelligence is gaining popularity day by day and now EQ is given more preference over IQ in the selection process in educational institutions and placements. Results of the present study reveal that elementary school students differ in terms of levels of emotional intelligence. The results of the study show that male and female students differ in terms of emotional intelligence and male students score more than their female counterparts on emotional intelligence scales. In terms of locality students from Urban areas score more on emotional intelligence scales than their rural counterparts which may be attributed to a difference in their upbringing and opportunities for the release of emotions.

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