
A comparative study of dimensions of Emotional Intelligence of higher secondary school students with respect to Gender and Locality

Subtheme- Yoga, Meditation and Mental Wellness in Modern Education

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ABSTRACT

Higher Emotional Intelligence (EI) is associated with better mental health and greater life satisfaction. The present study examines the four dimensions of emotional intelligence: Intrapersonal Awareness (understanding one's own emotions), Interpersonal Awareness (understanding others' emotions), Intrapersonal Management (managing one's own emotions), and Interpersonal Management (managing others' emotions). These dimensions are explored concerning the mental well-being of individuals, with a focus on gender and locality. Higher emotional intelligence is linked to inner strength, self-confidence, self-assuredness, and self-awareness, all of which are critical for mental well-being.

Data for the study were collected using the Dr. S.K. Mangal and ShubhraMangal Emotional Intelligence Inventory, which comprises 100 questions. The sample consisted of 160 students (80 males and 80 females) from Class XI and XII, randomly selected from two urban and two rural higher secondary schools in Mandsaur District, Madhya Pradesh. The statistical analysis included frequency distribution of scores obtained on the Emotional Intelligence Inventory across the four dimensions and t-test for investigating significance difference, with respect to gender and locality.

The findings reveal that males scored higher in Intrapersonal Awareness and Interpersonal Management, while females scored higher in Interpersonal Awareness and Intrapersonal Management. There was no significant difference between males and females in Interpersonal Awareness and Intrapersonal Management, suggesting similar levels of emotional intelligence and mental well-being in these dimensions. However, based on the total mean score, females scored higher than males, indicating higher emotional intelligence and better mental well-being among females.

In terms of locality, urban students scored higher than rural students in three dimensions—Intrapersonal Awareness, Interpersonal Awareness, and Interpersonal Management. On the other hand, rural students scored higher in Intrapersonal Management. Despite this, no significant difference was observed between urban and rural students in any of the dimensions of emotional intelligence. Nevertheless, the total mean score shows that urban students scored higher than rural students, indicating greater emotional intelligence and better mental well-being among urban students.

KEY WORDS- Emotional Intelligence, Intrapersonal awareness, Interpersonal Awareness, Intrapersonal Management, Interpersonal Management, Mental Wellbeing

INTRODUCTION

As stated by Stein (2011) “Emotional intelligence is associated with general feeling of security, inner strength, self-assuredness, self-confidence and self-adequacy. Because individuals with a healthy safe-regards know their strengths and weaknesses and feel good about themselves, they have no trouble openly and appropriately acknowledge when they have made mistakes, are wrong, don't know all the answers. He further states that, feeling sure of oneself is dependent upon self-respect and self-esteem, which are based on fairly well developed sense of identity.”(pg68)

“Emotional Intelligence is strongly associated with self-reported well-being, more frequent positive effect, life satisfaction and self-esteem. (Gohm&Clore 2002a, b as cited by Zeidner, Mathews, et al.2012, pg 183)

High Emotional Intelligence persons experience better mental health and greater life satisfaction. (Martinez-Pons 1997, 1998 as cited by Zeidner, Mathews, et al.2012, pg 183)

According to WHO – “Mental health is a state of wellbeing in which the individual realizes his or her own abilities, can cope with the normal stress of life, can work productively and fruitfully, and is able to make contribution to his or her community.” (WHO 2001 a, p.1 as cited by WHO 2004, p.10)

In today’s challenging and competitive world, the emotional development of an individual is crucial as it enhances mental health, inner strength, self-confidence, and self-assuredness. This positive effect is evident regardless of whether one is in a satisfactory or dissatisfactory situation. Educational policies as Evident from NEP 2020 emphasize the holistic development of individuals. Holistic development refers to the overall growth of a person, encompassing physical, moral, mental, spiritual, emotional, and social aspects.

Therefore, it becomes the responsibility of schools to introduce teaching strategies that enhance students’ emotional well-being thereby enhancing holistic development of an individual and contributing to the educational policies in accomplishing their desired goal. This, in turn, will result in producing capabilities who will be emotionally and mentally strong and enriched with 21st century skill set.

REVIEW OF LITERATURE

Aritpal Kaur (2019) studied the Role of Emotional Intelligence in career decision making of senior secondary school students using descriptive survey method and Emotional Intelligence Scale By Anukul Hyde, SanjotPethe and UpinderDhar and Career Decision Making Inventory by Kiran Deep Singh as a tool among 100 boys and 100 Girls (50 Govt. and 50 Private each) of Bhatinda District, Punjab. The findings revealed that there is a significant difference in the emotional intelligence and career decision making of boys and girls of government and private schools.

Dev, Kapil, Kuldeep (2022) studied ‘Gender Differences in Academic Achievement and Emotional Intelligence of Senior Secondary School Students. Examining how men and women differ in terms of intelligence and emotional maturity is the focus of this research. Two-hundred kids in their final year of high school made up the study's sample (age group 15-17 years). The data was gathered using the Emotional Intelligence Inventory created by Dr. S.K. Mangal and Mrs. ShubhraMangal, and academic success was defined as the student's final matriculation exam grade. Based on the findings, it appears that boys fare better than girls when it comes to academic achievement and emotional intelligence.

Hendra, R., Setiyadi, B., Pratama, Y. H., Denmar, D., Wijaya, H. A., & Contreras, J. A. M. (2024). studied ‘The Influence of Self-Efficacy, Emotional Intelligence and Learning Motivation on Learning Achievement of Students at University of Jambi.’ and concluded that self-efficacy, emotional intelligence, and learning motivation have a positive and significant impact on students' academic performance. The study utilized a quantitative approach and the data collection technique involved distributing and collecting questionnaires (surveys) through Google Forms. The respondents selected for this study were students from FKIP at the University of Jambi, with a sample size of 218 respondent from total population of 8,968.

Maghsood, F, Masoud, A, et al (2011) studied the relationship between emotional intelligence and mental health. The purpose of this study was to investigated the relationship between Emotional Intelligence and Mental Health among 503 high school students in the city if Iran. The findings revealed that the components of Emotional Intelligence Self-regulation and self-control have a significant role in predicting mental health. It concluded that people with high Emotional Intelligence have better mental health.

Raino (2017) studied ‘the academic achievement in relation to study-habits, self-concepts and emotional intelligence of senior secondary school students as an objective using descriptive survey method of 300 students of private schools (CBSE) of New Delhi using study-habits, self-concepts and emotional intelligence scales. The findings revealed that there is significant relationship between study habits, self-concept and emotional intelligence but there is no significant relationship found between study habits, self-concept and emotional intelligence with respect to gender and locality.

VARIABLES

Dependent Variable- Emotional Intelligence

Independent variable- Gender (Male and Female) and Locality(Urban and Rural)

OBJECTIVES

1. To study the difference between the areas of Emotional Intelligence with respect to gender
2. To study the difference between the areas of Emotional Intelligence with respect to Locality.

HYPOTHESIS

1. There is no significance difference in the areas of Emotional Intelligence with respect to gender.
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2. There is no significance difference in the areas of Emotional Intelligence with respect to locality

METHODOLOGY

The research methodology used in this research study is Quantitative Descriptive Survey Method.

POPULATION AND SAMPLE

For the present study, the population comprised students studying in Classes XI and XII in rural and urban higher secondary schools of Mandsaur district, Madhya Pradesh. A total of **160** samples were collected from two rural and two urban schools. The sample included **80** students (**40 male and 40 female**) from **urban** schools and **80** students (**40 male and 40 female**) from **rural** schools.

TOOLS USED IN THE STUDY

In the present study the investigator has used Emotional intelligence Inventory by Dr S K Mangal and Dr Shubhra Mangal which is based on the following 4 dimensions- intra personal awareness (knowing your own emotions), inter personal awareness (knowing others emotions), inter personal management (managing your own emotions) and intra personal management (managing others emotions). It of consists of 100 statements designed in Hindi and English for the students of age group 16 + years of school, college and university. **Analysis and Interpretation of Result**

Descriptive Analysis

Table 1. Frequency Distribution Table of Levels of Intrapersonal Awareness of EI for Gender and Locality

Levels of Intrapersonal Awareness	Gender		Locality	
	Male	Female	Urban	Rural
Very Low	1	1	1	1
Low	10	17	11	16
Average	27	31	28	30
High	31	25	31	25
Very High	11	6	9	8

Interpretation

The above frequency table indicates that the level of **Intrapersonal Awareness**, a dimension of Emotional Intelligence, is higher in **males (N=40)** compared to **females (N=40)**, with the majority of males exhibiting a high level, while most females exhibit an average level. Similarly, among **urban (N=40)** students, the majority demonstrate a high level of **Intrapersonal Awareness** compared to their **rural (N=40)** counterparts, where the majority exhibit an average level.

Table 2. Frequency Distribution Table of Levels of Interpersonal Awareness of EI for Gender and Locality

Levels of Interpersonal Awareness	Gender		Locality	
	Male	Female	Urban	Rural
Very Low	2	0	2	0
Low	6	5	2	9
Average	25	29	24	30
High	33	38	42	29
Very High	14	8	10	12

Interpretation

The above frequency table indicates that the level of **Interpersonal Awareness**, a dimension of Emotional Intelligence, is higher in females compared to males, with the majority of females exhibiting a high level, although most males exhibit a higher level. Similarly, among urban students, the majority demonstrate a high level of **Interpersonal Awareness** compared to their rural counterparts, where the majority exhibits an average level.

Table 3- Frequency Distribution Table of Levels of Intrapersonal Management of EI for Gender and Locality

Levels of Intrapersonal Management	Gender		Locality	
	Male	Female	Urban	Rural
Very Low	3	3	4	2
Low	13	10	10	13
Average	32	22	29	25
High	32	41	36	37
Very High	0	4	1	3

Interpretation

The above frequency table indicates that the level of **Intrapersonal Management**, a dimension of Emotional Intelligence, is higher in females compared to males, with the majority of females exhibiting a high level, while most males exhibit an equal number of high and average level. Similarly, among rural students, the majority demonstrate a high level of **Intrapersonal Management** compared to their urban counterparts, although the majority exhibit a higher level.

Table 4 - Frequency Distribution Table of Levels of Interpersonal Management of EI for Gender and Locality

Levels of Interpersonal Management	Gender		Locality	
	Male	Female	Urban	Rural
Very Low	7	1	6	2
Low	8	9	8	9
Average	41	34	29	46
High	20	23	26	17
Very High	4	13	11	6

Interpretation

The above frequency table indicates that the level of **Interpersonal Management**, a dimension of Emotional Intelligence, is higher in males compared to females, with the majority of males exhibiting an average level, although females also exhibit an average level only less in number. Similarly, among rural students, the majority demonstrate an average level of **Interpersonal Management** compared to their urban counterparts, although the majority urban students also exhibit an average level.

INFERENCE ANALYSIS

1. Analysis of significant difference in Areas of EI with respect to Gender

Objective 1. To study the difference between the areas of Emotional Intelligence with respect to gender.

Null Hypothesis 1. There is no significance difference in the areas of Emotional Intelligence with respect to gender.

Table 5 - t-test for Significant difference in Areas of EI with respect to Gender

Areas of EI	GENDER				t-value	p-value
	MALE		FEMALE			
	M	SD	M	SD		
Intrapersonal Awareness	32.65	5.04	30.82	5.15	1.97	0.024*
Interpersonal Awareness	30.7	6.71	30.65	5.29	1.97	0.958
Intrapersonal Management	31.4	5.17	32.63	5.37	1.97	0.140
Interpersonal Management	29.78	5.11	32.58	5.15	1.97	< .0001*
Total Score	124.53	22.03	126.68	20.09		

* Significant at 0.05 level of significance.

Interpretation

The above table indicates that there is a significant difference in the intrapersonal awareness and interpersonal management, dimensions of EI, of male and female since the p value is lower than 0.05, which is significant at the level of 0.05. The intrapersonal awareness is higher in males and the interpersonal management is higher in

females with no significant difference in Interpersonal Awareness and Intrapersonal Management as the p value for the two is more than 0.05. The total mean score on the Emotional Intelligence scale indicates that females have scored higher than males.

Hence the stated hypothesis, there is no significance difference in the areas of Emotional Intelligence with respect to gender is partially accepted.

2. Analysis of significant difference in Areas of EI with respect to Locality

Objective 2. To study the difference between the areas of Emotional Intelligence with respect to locality.

Null Hypothesis 2. There is no significance difference in the areas of Emotional Intelligence with respect to locality.

Table 6 t-test for Significant difference in Areas of EI with respect to Locality

Areas of EI	LOCALITY				t-value	p-value
	URBAN		RURAL			
	M	SD	M	SD		
Intrapersonal emotions	32.18	5.1	31.28	5.1	1.97	0.271
Interpersonal emotions	31.15	5.95	30.2	6.08	1.97	0.32
Intrapersonal management	31.75	5.20	32.28	5.41	1.97	0.52
Interpersonal Management	31.61	5.79	30.76	4.76	1.97	0.31
Total Score	126.69	22.04	124.5	21.35		

Interpretation

There is no significant difference in the 4 dimensions of Emotional Intelligence with respect to locality as the p-value is more than 0.05 for all the four dimensions. The total mean score on the Emotional Intelligence scale indicates that urban students have scored higher than rural higher secondary students.

Hence the stated hypothesis, There is no significance difference in the areas of Emotional Intelligence with respect to locality is accepted.

DISCUSSION AND FINDINGS

1. The higher level of **Intrapersonal Awareness** observed in males suggests that they possess greater self-awareness, self-regulation, and self-motivation, which contribute to better mental health. This disparity may be attributed to the special encouragement given to boys and the provision of better and more opportunities compared to girls.
3. Similarly, urban students demonstrate higher levels of **Intrapersonal Awareness** due to greater exposure and access to superior teaching and learning facilities. In contrast, rural students, with limited resources and opportunities, exhibit lower levels of Intrapersonal Awareness.
2. The higher level of **Interpersonal Awareness** observed in females suggests that they possess a healthy mind, as they are better equipped to accept and manage the emotions and thoughts of others. This can be attributed to the fact that females are often entrusted with more responsibilities compared to males, who are primarily encouraged to focus on self-development.
4. Females are also encouraged to build relationships, albeit with a limited number of people, but with a strong sense of responsibility, which enhances their interpersonal skills and emotional intelligence.
5. Similarly, urban students exhibit a higher level of **Interpersonal Awareness**, as they are exposed to a diverse set of people and have more opportunities to interact and participate in various social and cultural gatherings. These experiences help reduce stress and contribute to a healthier mind.
3. The higher level of **Intrapersonal Management** in females indicates that they are better able to manage their emotions compared to males. Females are highly resilient and thus better equipped to cope with new challenges. This is because they are raised with the mindset that, in the future, they will face a completely new world with unfamiliar people, challenges, and values. **Intrapersonal Management** is also higher in rural students, as they often face more dissatisfactory conditions than their urban counterparts in terms of home and school environment, economic circumstances, and the availability and accessibility of

resources. These challenges make them mentally and emotionally stronger, as they develop higher levels of resilience and motivation toward goal achievement.

4. Males exhibit higher **Interpersonal Management** skills, as they are often exposed to a larger group of people compared to females, who tend to be confined to a specific set of individuals. This broader exposure helps males develop important social management qualities such as behavioral awareness, conflict resolution, stress management, and overall mental well-being. Both urban and rural students demonstrate average **Interpersonal Management**, which may be attributed to the significant academic pressure and limited time available in the current scenario. As a result, they may not be getting enough opportunities to participate in social gatherings and interact with others. This lack of interaction can lead to lower levels of interpersonal management, resulting in conflicts, increased stress, and negatively impacting their mental health.
5. There is no significant difference in the areas of Emotional Intelligence of rural and urban students but there is a difference in the Intrapersonal Awareness and Interpersonal Management with respect to gender where the mean indicates that male have scored better in Intrapersonal Awareness and females have scored better in Interpersonal Management.

IMPLICATIONS FOR MENTAL WELLNESS OF SCHOOL STUDENTS

1. Team building activities should be introduced while teaching various subjects which can enhance interpersonal awareness and interpersonal management resulting in which develop high emotional intelligence resulting in mental wellbeing of an individual.
2. Frequent educational or recreational trips should be planned this reduces mental stress, increase mental wellbeing by enhancing students intrapersonal awareness.
3. Programmes which are part of SEL – Social and Emotional Learning should be integrated in the curriculum, this will create social awareness, reduce conflict and will make emotionally and mentally strong.
4. An interactive session of higher class students should be organized with lower grade students through any means like reading or sharing to build interpersonal awareness and interpersonal management and provide a healthy environment.
5. The students of the rural areas should be provided with more equipped classes , so that they can get more exposure to the outer world with less effort this will build up there intrapersonal awareness and mental wellbeing.

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