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### Gender Difference in Emotional Intelligence among Adolescent Hostellers and Day Scholars

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#### KEYWORDS

Emotional Intelligence;  
Adolescents;  
Hostellers; Day scholars

#### A B S T R A C T

Adolescence typically describes the years between ages between 13 and 19, it is considered as the transitional stage from childhood to adulthood. This transition involves biological, social and psychological changes. Emotional Intelligence is defined as the ability to monitor and regulate one's own feelings and that of others, and to use these feelings to guide one's thought and actions (Salovey and Mayer, 2008). The aim of the present study is to investigate emotional intelligence among adolescent male and female day scholars and hostellers. The specific objective of the study is to compare the emotional intelligence among adolescent male and female day scholars and hostellers. For the study 65 adolescents boys and 65 adolescent girls were selected through convenient sampling. Student t-test is used to test the hypothesis. Result shows that there is no significant difference in the emotional intelligence among adolescent male and female day scholars and hostellers.

#### Introduction

Emotion is the complex psycho physiological experience of an individual's state of mind as interacting with biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally involves physiological arousal, expressive behaviors, and conscious experience. Emotion is associated with mood, temperament, personality and disposition, and motivation (DeLazzari, 2000). Motivations direct and energize

behavior, while emotions provide the affective component to motivation, positive or negative. Categorization based on duration: Some emotions occur over a period of seconds (for example, surprise), whereas others can last years (for example, love). The James-Lange theory posits that emotional experience is largely due to the experience of bodily changes.

The "functionalist" approach to emotions (for example, Nico Frijda and Freitas - Magalhaes) holds that emotions have

evolved for a particular function, such as to keep the subject safe.

Salovy and Mayer (2008) defined emotional intelligence in terms of being able to monitor and regulate one's own and others feelings, and to use feelings to guide to thought and action. In 1983, Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences introduced the idea that traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. He introduced the idea of multiple intelligences which included both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). The concept of emotional intelligence is an umbrella term that captures a broad collection of individual skills and dispositions.

Usually referred to as soft skills or inter and intra personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skill. Goleman (1998) organized the EQ in two dimensions. Personal competence-how we manage ourselves, and social competence- how we manage our relationships with other people.

Emotional intelligence described as the capacity to recognize one's own emotions and to perceive those of others, applying this knowledge to direct one's decision making and action in a skilful and intelligent manner.

The four cornerstones of emotional intelligence are the concepts of self-awareness, self-management, social awareness and relationship management. The level of emotional intelligence differs

with in individuals; however, overall, they tend to high with age. In contrast to cognitive intelligence which stays relatively stable throughout an individual's lifetime emotional intelligence can be improved as a result of learning and engage in new skills.

### **Rationale of the study**

Adolescent period is one of the most important periods of development in one's life and emotional intelligence is a most critical element for a student's success in school life. The development of self-awareness, self-management, self-motivation, empathy, and social skills make the individual emotionally competent. By increasing the emotional quotients (EQ), the adolescents can become more productive and successful at what they do and they can also help others to become more productive and successful too. Therefore it is significant to conduct a study on emotional intelligence among adolescents. In the present social situation, the problems and crimes among the adolescents have been increasing day by day. In such circumstances, we need to shift our focus to adolescents and their social environments. Both Hostel life and Day scholar life has its own impact on the overall development of an adolescent. Even though adolescence is a crucial period in everyone's life, those who are living in hostels or other care homes are more prone to social malpractices than who live with parents or other significant care givers.

Students with good EQ will have good relationship with teachers and parents and will not have conflicts with peer group and are not likely to use drugs or alcohol. Thus it is important to conduct a study on emotional intelligence among adolescent hostellers and day scholars. Such studies are rarely found in Indian scenario especially in Kerala circumstances.

## **Operational definition**

### **Adolescence**

By using the term adolescence, researcher means that, one of the crucial period among the life span of an individual, which is in between the childhood and the adulthood. The adolescence or teen age is most crucial, important, and also a dangerous period in some aspects.

### **Emotional intelligence**

Researcher means that emotional intelligence is an ability of adolescents which involves understanding one's own emotions and managing it and understanding other's emotions and managing them and self-motivation.

### **Hostel**

The hostel is a place where students stay away from their homes for obtaining better education.

### **Day scholar**

A day scholar is a student of any institution who stay with his or her parents and not opted for hostel facility.

## **Review of literature**

Ciarrochi, *et al.*, (2000) examined emotional intelligence in adolescents. This study was conducted in 131 students [aged 13 to 15]. The study shows E.I was reliably measured in adolescents; was higher for females than males and was they associated with skill at identifying, emotional expressions, amount of social support, extent of satisfaction with social support, and mood management behaviour. De Lazzari (2000) examined about E.I; meaning and psychological well-

being in early and late adolescents. The study was conducted in 155 students from Catholic school with 71 students from grade 9 and 84 students from grade 12. The study shows grade 12 students would score higher than grade 9 students in personal meaning and E.I.

Palmer, *et al.*, (2000) examined relationship between E.I and effective leadership. The study was conducted in 43 participants employed in management roles. The study shows E.I correlated with several components of transformational leadership suggesting that it may be an important component of effective leadership. Grotas, (2003) found that for 280 mid-level managers from a variety of organizations who participated in an assessment centre, the social and emotional competencies most closely associated with emotional intelligence were much better predictors of performance than was cognitive ability. Kutanis *et al.*, (2014) examine about the inter relationship between E.I, trust to manager and fear based silence from the point of employees. The study was conducted in 157 health personnel from different professionals working in a dental clinic. The study shows there is a positive and significant relationship between employees' E.I and their trust to manager.

Munro, *et al.*, (2008) examined about the threat strategies to develop E.I skills in business. The study was conducted within the hospitality industry. The study shows that it as highly possible that the use of threat strategies in training to develop business communication among managers has the potential to contribute significantly to better E.Q.

Sasanpour *et al.*, (2009) examine about the relationship between E.I happiness and mental health in students of medical science

of Isfahan University. The study was conducted in 120 people from Isfahan University.

The study shows there is a positive and meaningful relation between E.I., happiness and mental health. Heffernan, *et al.*, (2010) examine about the relationship between self-compassion and E.I. The study conducted in 135 nurses. The study shows a positive correlation between self-compassion and E.I.

Poulou (2010) examine about the role of both personality traits and social and emotional skills in the occurrence of emotional and behavioural strengths and difficulties, according to adolescent student's perception.

The study was conducted in 559 students from state secondary schools in Greece [aged 12-14]. The study shows students with higher trait E.I and stronger social and emotional skills were less likely to present emotional, conduct, hyperactivity, and peer difficulties.

Gugliandolo *et al.*, (2014) examine about how self and parental rating of trait E.I, relate to self and parental ratings of internalizing and externalizing problems. The study was conducted in 263 adolescents between 13-17 and their parents.

The study shows while multisource ratings of trait E.I generally converge, they are differentially predictive of external criteria. Mavroveli *et al.*, (2007) examine about E.I, psychological well-being and peer rated social competence in adolescents.

The study was conducted in 282 Dutch adolescents [136 girls and 146 boys]. The study shows E.I positively associated with adaptive coping styles and negatively

associated with depressed thoughts and frequency of somatic complaints.

## **Materials and Methods**

### **Objectives**

To compare the emotional intelligence among adolescent hostellers and day scholars.

To examine whether there is any gender difference in emotional intelligence among adolescent hostellers and day scholars.

### **Research method**

Survey method was adopted in this study in which subjects responded to a series of statements or questions in a questionnaire.

This study explores the various dimensions of emotional intelligence of adolescents and their interrelationship with demographic variables. Further this study examines the hypotheses by using appropriate statistical method.

### **Hypothesis**

There is no significant difference in emotional intelligence among adolescent hostellers and day scholars.

There is no gender difference in emotional intelligence among adolescent hostellers and day scholars.

### **Tools Used**

#### **Socio demographic data**

The Socio-demographic data considered for the present study includes name, age, gender, place of residence, staying in hostel or not, standard of studying etc.

### **Emotional intelligence inventory**

The emotional intelligence inventory developed by Thomas and Sushama in 2003 was used to measure the emotional intelligence of the sample. The inventory consists of 50 statements to measure the four dimensions of emotional intelligence with a five point response category of, completely agree, agree, undetermined, disagree and completely disagree.

### **Administration**

The participants were instructed as follows, the given questionnaire has some statements that pertain to general life outcomes. Please indicate how much you agree or disagree with each statement on a five point scale. The 5 points are completely agree, agree, undetermined, disagree and completely disagree. You have to put a (\*) mark on point which best indicates how closely you agree or disagree with the feeling expressed in each statement as it concerns you.

There are no right or wrong answers. When you answer, give the first, natural answer as it comes to you. Do not spend too much time thinking about your answers. Answer as honestly as possible what is true for you. If you have understood the instructions clearly, please turn the page and start answering, if not please feel free to ask for any clarifications.

### **Sampling design**

The present study consisted of hosteller and day scholar adolescents from the age 14 to 18. So the samples are collected from high school and higher secondary schools. The territorial boundary of samples limited into Kottayam district. The total number of sample collected was 148, which included 74 hostellers and 74 day scholars. The

participants were selected by using convenient sampling method.

### **Inclusion criteria**

Those who are aged in between 13 to 18 years are included in the final sample.

Only high school and higher secondary students were included.

The students from Kottayam district were selected and included for the study.

### **Exclusion criteria**

Age below 13 years and above 18 years was excluded.

Those who are studying other than high school and higher secondary school were excluded.

Samples from outside Kottayam district were excluded.

Mentally retarded adolescents were excluded.

### **Statistical analysis**

The following statistical analyses are used for the present study.

Descriptive statistics: (Mean and SD)

Inferential statistics: t-test

### **Data collection procedure**

The data has been collected from various schools at Kottayam district. Before collecting data from the schools, the researcher got permission from the principals of targeted schools and then met the participants. Then questionnaires were

distributed with the help of respective class teachers and administered the questionnaire to all of the participants in each class and also individually administered the questionnaire to those who need a special consideration. After the completion of questionnaire the researcher has checked and collected it. After the final tabulation of the total questionnaire, the researcher has dropped out the incomplete and damaged questionnaires. The researcher selected 148 questionnaires for the final study.

### **Results and Discussion**

The socio demographic details like gender and whether they are staying in hostel or not, were examined and the following results were obtained:

As per the above sample, the total sample of adolescents consists of equal number of hostellers and day scholars, i.e. 74 hostellers and 74 day scholars and hence both is 50% of the total sample (120).

As per the above table, the majority of the sample are girls ( $N=82$ ) and it is 55.41% of the total sample. Boys are less in number when compared to the girls ( $N=66$ ) and it is 44.59% of the total sample.

As per above the table, the mean score of day scholars is ( $Mean=177.91$ ) is higher than the mean of hostellers ( $M=155.09$ ). The SD of day scholars is 10.66 and hostellers is 9.55. The t value obtained for adolescent hostellers and day scholars is 13.77 and has been found statistically significant at 0.05 level. It shows that there is a significant relationship in emotional intelligence among adolescent hostellers and day scholars. From the above table, the obtained mean score shows that the emotional intelligence of day scholars is higher than hostellers. It may be due to the day scholars have more positive

relationship, more freedom, care and love etc. They may get an appropriate guidance and model for understanding emotions better.

In hostels the adolescents are subjected to an environment hostile to emotions. They lack the emotional contact of their parents. These children will lack the personal stimulation and opportunities for development of affection and trust which are important for successful interaction with others. Even though adolescents are moving towards becoming independent physically, emotionally and cognitively, they still require stability in a home environment and a secure emotional base from which to explore and experience the world. A family and its members continue to provide valuable role models for a range of behaviour, including emotional control, effective communication, relationship skills, and socially acceptable behaviours.

But in hostels, the adolescents are deprived of the affection of parents or other significant care givers and they may experience avoidance or neglect from parents or family members, feel more loneliness, lack of love and care. Thus hostel which is entirely different from their home atmosphere, create adjustment problems, difficulties in interpersonal relationships, difficulties in the understanding and managing emotions of their own and others. Thus family life is an important factor in developing emotional intelligence.

The present findings are supported by few previous studies. A study conducted by Dr. Volling to investigate the connection between parent's investment and children's competence suggested that the emotional involvement of parents really does matter and affects the outcome of their child's emotional competence and regulation.

**Table.1** Shows break up of sample on the basis of their stay

Type of staying	N	%
Hostellers	74	50
Day scholars	74	50
Total	148	100.0

**Table.2** Shows breakup of sample on the basis of Gender

Gender	N	%
Boys	66	44.6
Girls	82	55.4
Total	148	100

**Table.3** Shows the *Mean, S.D* and '*t*' value obtained by adolescent hostellers and day scholars in Emotional intelligence

	Mean	S.D.	Mean Difference	't value'	Sig.
Hostellers (N=74)	155.09	9.548	22.82	13.77	0.01
Day Scholars (N=74)	177.91	10.659			

**Table.4** Shows the *Mean, S.D,* and '*t*' value obtained by adolescent boys and girls in emotional intelligence

	Mean	S.D.	Mean Difference	't' Value	Sig.
Boys (N=66)	166.76	16.76	2.37	0.143	0.119
Girls (N=74)	164.39	14.02			

In studying the outcomes of Ainsworth's Strange Situation experiments, L. Alan Sroufe found that parental care predicts later emotional development of children. Upadhyaya Chinky (2016) conducted a comparative study of adjustment among day scholar and hostel students, found that day scholar adolescents have more emotional adjustment capacity than hostel students. Therefore the null hypothesis, there will not be any significant difference in emotional intelligence among hosteller and day scholar adolescents, is rejected.

As per the above table, the obtained t value is not statistically significant, which indicates that there is no significant gender difference in the emotional intelligence among adolescent hostellers and day scholars. Hence the null hypothesis is accepted. The mean score of boys is 166.76 and the mean score of girls is 164.39. Thus the mean score shows that boys are having slightly high emotional intelligence than their counter part. This slight difference may be because boys have environmental exposure than girls during adolescence. The

present findings are supported by few previous studies. Balluerka, *et al.*, (2003) conducted a study to analyze the relationship between individual emotional intelligence, group emotional intelligence and depressed mood in adolescence from a multilevel approach and he found that there is not much difference in emotional intelligence on the basis of gender.

Hence it can be stated that gender difference does not have any significant influence on emotional intelligence. Thus the null hypothesis, there will not be any significant difference in emotional intelligence based on gender is accepted.

The objective of the study was to check whether there is any significant difference in the Emotional Intelligence among adolescent hostellers and day scholars and also to know whether gender difference affects the Emotional Intelligence among adolescents. From the study it was found that there is a significant difference in the emotional intelligence among adolescent hostellers and day scholars. Hence it can be concluded that Emotional Intelligence is more in the case of adolescent day scholars than that of adolescent Hostellers. And it is also found that there is no significant difference in the Emotional Intelligence among adolescent boys and girls.

#### **Limitations and suggestions for further research**

The present study has been focused on the emotional intelligence among hosteller and day scholar adolescents. This study has some limitations; however it provides a scope for further research in related fields:

The sample of this study consists of only students. Similar studies can be conducted with different samples.

Similar studies can be conducted with different samples from various stages of development.

Cross cultural and intercultural studies may also be conducted in different parts of the country.

Training programs may be conducted in organizations to improve the emotional intelligence.

The study has been conducted within a limited area and the size of samples were comparatively less when considering the total population. Further research can be conducted with a larger sample size of the total population.

The present research is conducted within a limited time. So an in depth study can be done in further research.

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