

## Impact of Gender and Maturity on Emotional Intelligence of Lower Socio-Economic Class Students- A Cross-sectional study

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### Abstract

Present study aims to measure impact of Gender and Maturity of the students from lower-socio-economic-class on their Emotional intelligence. It also intends to study correlation between Emotional Intelligence and General Intelligence of the students from lower Socio-Economic Class. Multi-stage sampling technique was used in this study. Sample consists of 134 students (68 boys and 66 girls). Socio-Economic Class was assessed using SESS-BR by R. L. Bhardwaj. Standardized tools were used to measure Emotional Intelligence and General Intelligence of the Students. 't-test' was used to see the effect of Gender on Emotional Intelligence of the students whereas ANOVA was used to study impact of maturity on Emotional Intelligence of the students. Results revealed that scores of Emotional Intelligence do not differ significantly as per the Gender of the students. However Girls scored significantly higher than the boys on second and fourth branch of the Emotional Intelligence. Maturity of the students found to play very important role in Emotional Intelligence of them. Four groups of students were done based on their age to see the impact of Maturity. Between group-means difference and linearity between the group-means were found to be statistically significant. Significant positive correlation was obtained between the scores of Emotional Intelligence and General Intelligence. Results are discussed in detail.

### Keywords-

Emotional Intelligence, Gender, Socio-Economic Class, Maturity, General Intelligence

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## I. INTRODUCTION

Emotional Intelligence is the capability of individuals to recognize their own emotions and those of others, differentiate different feelings and label them appropriately, use emotional information to guide thinking and behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s) (Colman 2008).

Initially General Intelligence (IQ) was considered as a crucial factor in predicting behaviour and performance of an individual. In last two-three decades, concept of Emotional Intelligence (EI) is studied by many scholars and now a days it has become a very important contributor to person's psychosocial wellbeing, performance at school or workplace, intra and interpersonal skills etc. Emotional intelligence is found to be positively correlated with the academic achievement of the students (Bhadouria 2013) (Aggarwal 2013) (Farooq 2003) (Akbar et al. 2011) (Mishra 2012) (Ghosh 2014) (Ogundokun and Adeyemo 2010) (Nwadinigwe and Azuka-Obieke 2012). Many studies ascertained the correlation of emotional intelligence with the mental health of the students (Shabani et al. 2010) (Krishnaka and Chengti 2012) (Schutz and Nizielski 2012) (Gupta and Kumar 2010). Studies also underline the importance of emotional intelligence in dealing with the current problems of the society. Emotional Intelligence is found to be a protective factor for both suicide ideation and attempts (Christine and Nowak 2009) (Aradilla-Herrero et al. 2014) (Rahgozar and Motahari 2011) (Kumara 2016) (Singh 2012). EI score was found to be significantly lower among patients of the suicide group compared to the control group (Moayedi et al. 2014). Negative correlation was found between emotional intelligence and alcohol and drug use (Nabiei 2016) (Kun and Demetrovics 2010). Inverse relationship was obtained between the severity of Internet addiction and emotional intelligence (Hamissi et al. 2013) (Juneja and Sethi 2015) (Azza et al. 2016) (Far et al. 2014). Thus considering this, it can be said that Emotional Intelligence of the people is one of the important factor in the development of any society as well as it is one of the cause for problems of any society.

Emotional intelligence is found to play significant role in inner (mental) and outer (professional) growth of children. The earlier researches studying impact of Gender on Emotional Intelligence of the students showed mixed picture (Alicea 2012) (Naik 2014) (Naghavi and Redzuan 2011) (Ahmad et al. 2009) (Jafar et al. 2011). A study done by Ugwu L. I. quotes that an individual with optimum level of the two constructs i.e.

Emotional and General Intelligence will be more successful and better adjusted to the life (2011). Literature review suggests that it is required to study Emotional Intelligence of the students in the light of Gender, Socio-economic status as well as General Intelligence before planning activities or design program for its improvement.

Therefore present study aims to explore emotional intelligence of the selected primary students from lower socio-economic backgrounds. This study also efforts to see the impact of Gender and Maturity on the Emotional Intelligence of the students. The relationship between Emotional Intelligence and General Intelligence is studied in the present research as well.

## II. METHODOLOGY

### **Objectives-**

1. To study impact of Gender on Emotional Intelligence of the selected primary students from lower socio-economic backgrounds.
2. To see the impact of Maturity on Emotional Intelligence of selected primary students from lower socio-economic backgrounds.
3. To see the relationship between Emotional Intelligence and General Intelligence of the selected primary students from lower socio-economic backgrounds.

### **Hypotheses-**

#### *Null hypotheses-*

- Ho1 There is no significant impact of Gender on Emotional Intelligence of the students.  
Ho2 There is no significant impact of Maturity of the students on their Emotional Intelligence.  
Ho3 There is no significant relationship between Emotional Intelligence and General Intelligence of the students.

### **Operational Definitions-**

#### *1. Emotional Intelligence-*

In the present study Emotional Intelligence means the scores gained by the students on 'JPIP How Do I Feel' by Gadre and Lavlekar (2018). This test contains four factors of Emotional Intelligence namely, Emotional Perception, Emotional Assimilation, Emotional Understanding, and Emotional Management.

#### *2. Gender-*

In the present study Gender means two biological categories of the human beings- Male and female. Here considering the age group of the sample, present study will refer these categories as Boys and Girls.

#### *3. Maturity-*

In the present study Maturity means the development of the students because of the age.

#### *4. General Intelligence-*

In present study General Intelligence means the scores obtained by the sample on the test of- 'Standard Progressive Matrices' by J. C. Raven (2000).

### **Sample**

Sample consists of 5<sup>th</sup> to 7<sup>th</sup> standard Girls and boys. Multi-stage sampling method was used for this study. Incidental sampling method was used to select the school. Students (Girls and Boys) were selected using simple random sampling using the list of the students. Cross-sectional sampling technique was used to see the impact of Maturity on Emotional Intelligence of the students. Sample included 140 students (70 boys and 70 girls) between the age group of 9.5 to 12.5. Data of 2 boys and 4 girls was found to be incomplete and hence it was discarded from the analysis. Therefore the final sample contained 134 students having 68 boys and 66 girls.

### **Tools**

1. '*JPIP How Do I Feel*' by Gadre and Lavlekar (2018)- This scale is based on the 'Ability Model' of Emotional Intelligence given by John Mayer and Peter Salovey (2000). It is also called 'Four Branch Model'. This test has four sections based on four branches of Ability Model namely- Emotional Perception, Emotional Assimilation, Emotional Understanding, and Emotional Management. This test provides composite score of the Emotional Intelligence as well as four scores of four branches distinctly. Each question measures separate ability of Emotional Intelligence. This test is developed for and standardised on Indian population.
2. '*Socio-Economic Status Scale (SESS-BR)*' by Bhardwaj (2006)- This scale measures seven areas of Socio-economic Status. These are- Social, Family, Education, Profession, Caste, Total Assets, and Monthly Income. Three types of status scores are obtained through this test- Ascribed Status, Achieved Status and Socio-economic Status (As a whole). Separate scores for Social Status and Economic Status are obtained in

this scale. This scale provides Five classes of Socio-economic status, namely- Upper Class, Upper Middle Class, Middle Class, Upper Lower Class and Lower Class. Norms of this test are calculated on Indian population.

3. *Standard Progressive Matrices by Raven (2000)*- This test is non-verbal estimate of Fluid Intelligence. It measures Abstract Reasoning of a person. This test contains five sets (A to E) each having 12 questions. Items in each set become increasingly complex, difficult requires greater cognitive ability to understand (encode) and analyse. This is a culture-free test.

### III. RESULTS

Socio-economic status of the students was obtained through their scores attained on Socio-Economic Status Scale (SESS-BR). The Socio-economic class of the students was measured through the interpretation given in the manual of the scale. Descriptive Analysis was done to study Emotional Intelligence of selected primary students from lower socio-economic backgrounds. ‘t’ test was used to see the impact of Gender on Emotional Intelligence of the students. ‘ANOVA’ was done to check the impact of Maturity on Emotional Intelligence of the students. Correlation was obtained to see the relationship between Emotional Intelligence and General Intelligence of the students. Following are the tables showing statistical analysis of the data-

**Table 1: Socio-economic class of the students**

N	Average of raw score Socio-Economic Status (As a Whole)	T-Score	Category
134	275	Below 30	Lower Class

It is seen in the Table 1 that the group mean score of the sample on Socio-economic Status Scale (SESS) is 275 and its T-score is below 30. As per the norms of the SES Scale, the category for obtained Mean score of the sample is ‘Lower Class’. This means that the sample considered for the present study is from Lower Socio-economic class.

*Table 2.1: Gender wise descriptive analysis*

Gender	Analysis	Total Emotional Intelligence	Sec. 1	Sec. 2	Sec. 3	Sec. 4	General Intelligence
Female	N	66	66	66	66	66	66
	Mean	58.05	20.45	5.36	11.12	21.12	27.36
	SD	10.59	4.26	2.15	3.86	6.45	9.58
	Maximum	82.75	29.25	10	20	32.5	47
	Minimum	29.5	11.75	0.25	3.5	-7.5	10
Male	N	68	68	68	68	68	58
	Mean	54.39	20.56	4.08	11.56	18.19	31.69
	SD	12.82	4.38	2.23	5.20	6.61	11.38
	Maximum	76.5	30	8.75	23.5	35	52
	Minimum	18	8	-0.5	2	-1	9

Figure 1

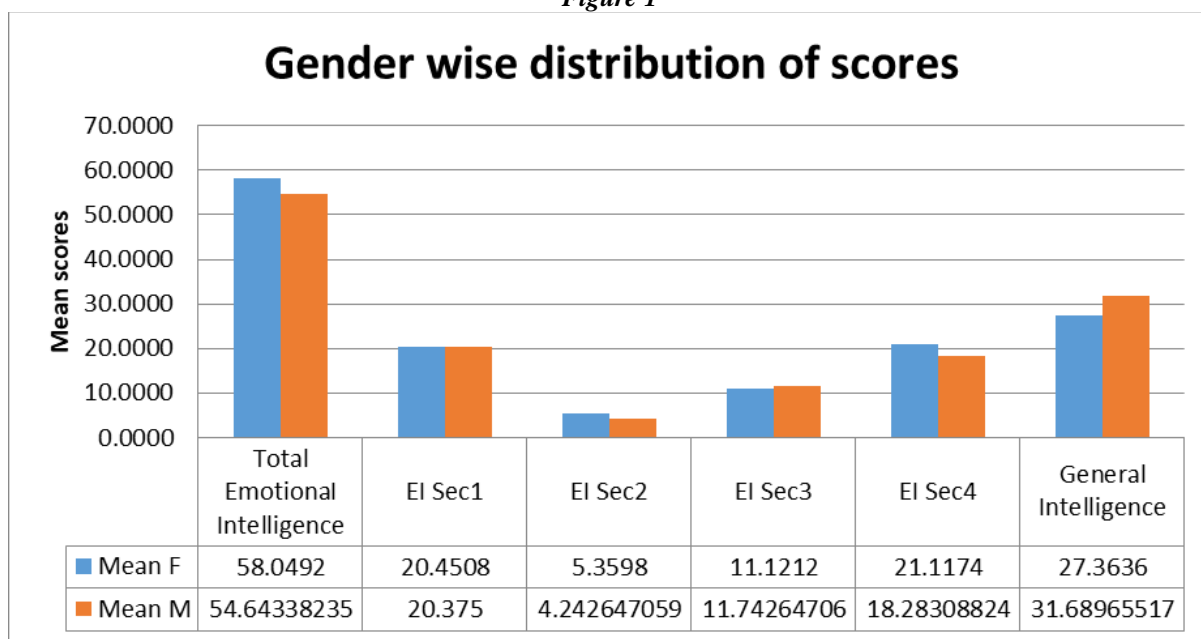


Table 2 simply portrays the descriptive analysis of the data. It contains obtained scores on Emotional Intelligence, its branches and the general Intelligence. The sample (N) is 134. Among this there were 66 girls and 68 boys. Basic values such as Mean, SD, Minimum as well as Maximum scores are given in the table for reference. Table 2.1 and Figure 1 portray gender wise distribution of mean scores and Table 2.2 and Figure 2 display age group wise distribution of mean scores.

Table 2.2: Age group wise descriptive analysis

Agegrp		Total Emotional Intelligence	EI Sec1	EI Sec2	EI Sec3	EI Sec4	General Intelligence
Below 10 yr	N	31	31	31	31	31	30
	Mean	50.7016	17.8952	4.0565	10.2581	18.4919	21.9333
	SD	12.28438	4.55831	2.25528	4.57324	6.97361	9.35482
10 to 11 yr	N	40	40	40	40	40	36
	Mean	57.5563	20.1125	4.9750	11.9000	20.5688	30.5000
	SD	8.83385	3.95809	2.31965	4.03701	5.18781	9.55436
11 to 12 yr	N	50	50	50	50	50	47
	Mean	57.7200	21.9200	5.0450	10.8400	19.9150	32.2979
	SD	13.52790	4.16847	2.02389	4.56522	7.78254	9.35511
Above 12 yr	N	13	13	13	13	13	11
	Mean	60.5385	21.5385	5.0192	15.1154	18.8654	33.6364
	SD	8.13227	2.00999	2.77538	4.69554	5.32644	13.65484
Total	N	134	134	134	134	134	124
	Mean	56.3209	20.4123	4.7929	11.4366	19.6791	29.3871
	SD	11.85769	4.30458	2.25710	4.58357	6.66242	10.64254

Figure 2

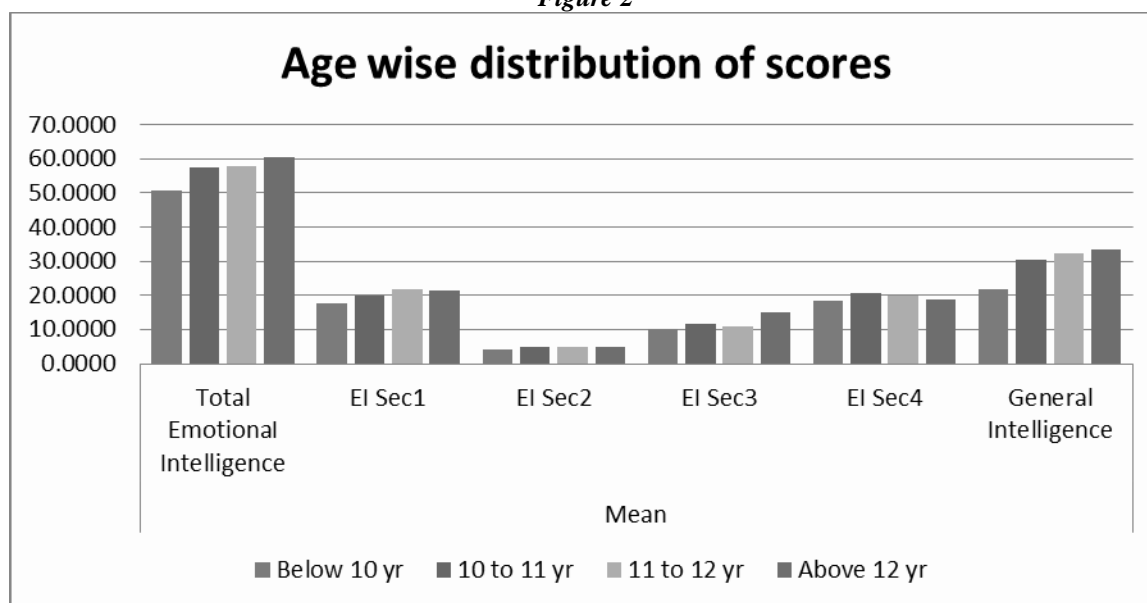


Table 3: Impact of Gender on Emotional Intelligence and General Intelligence obtained through 't' test

Gender		N	Mean	SD	SE	t	P
Total Emotional Intelligence	M	68	54.6434	12.82440	1.55519	-1.673	.097
	F	66	58.0492	10.59229	1.30382		
EI Sec1	M	68	20.3750	4.38057	.53122	-.101	.919
	F	66	20.4508	4.25807	.52413		
EI Sec2	M	68	4.2426	2.23355	.27086	-2.946	.004**
	F	66	5.3598	2.15377	.26511		
EI Sec3	M	68	11.7426	5.20440	.63113	.783	.435
	F	66	11.1212	3.85612	.47466		
EI Sec4	M	68	18.2831	6.61465	.80214	-2.511	.013**
	F	66	21.1174	6.44865	.79377		
General Intelligence	M	58	31.6897	11.38359	1.49474	2.297	.023*
	F	66	27.3636	9.58145	1.17940		

\* Significant at .05 level of significance

\*\* Significant at .01 level of significance

Impact of Gender on Emotional Intelligence was seen in the Table 3. The 't-test' was used to see the difference between the scores of emotional intelligence obtained by Girls and Boys. The difference was also found out between the scores obtained on the four branches of Emotional Intelligence and the scores of General Intelligence. The difference between the total score of Emotional Intelligence achieved by Girls and Boys ( $p = .097$ ) is not found to be significant ( $p > .05$ ). However, there is significant difference found between the scores of Girls and Boys on the Branch 2 i.e. Section 2 ( $p = .004$ ) and Branch 4 i.e. Section 4 ( $p = .013$ ) of the Emotional Intelligence. The obtained  $p$  values are significant at 0.01 and 0.05 levels of significance respectively. The mean score of Girls is significantly greater than the mean score of Boys on both the branches. Interestingly, Boys have scored significantly higher ( $p < .05$ ) than the Girls on General Intelligence.

Table 4: ANOVA analysis to measure impact of maturity on Emotional Intelligence

Agegp		Total Emotional Intelligence	EI Sec1	EI Sec2	EI Sec3	EI Sec4	General Intelligence
Below 10 yr	N	31	31	31	31	31	30
	Mean	50.7016	17.8952	4.0565	10.2581	18.4919	21.9333
	SD	12.28438	4.55831	2.25528	4.57324	6.97361	9.35482

10 to 11 yr	N	40	40	40	40	40	36
	Mean	57.5563	20.1125	4.9750	11.9000	20.5688	30.5000
	SD	8.83385	3.95809	2.31965	4.03701	5.18781	9.55436
11 to 12 yr	N	50	50	50	50	50	47
	Mean	57.7200	21.9200	5.0450	10.8400	19.9150	32.2979
	SD	13.52790	4.16847	2.02389	4.56522	7.78254	9.35511
Above 12 yr	N	13	13	13	13	13	11
	Mean	60.5385	21.5385	5.0192	15.1154	18.8654	33.6364
	SD	8.13227	2.00999	2.77538	4.69554	5.32644	13.65484
Total	N	134	134	134	134	134	124
	Mean	56.3209	20.4123	4.7929	11.4366	19.6791	29.3871
	SD	11.85769	4.30458	2.25710	4.58357	6.66242	10.64254
Bet groups	P	.019*	.000**	.230	.007**	.587	.000**
Linearity	P	.006**	.000**	.093	.035*	.706	.000**

\* Significant at .05 level of significance  
 \*\* Significant at .01 level of significance

Table 4 illustrates the impact of Maturity on the Emotional Intelligence. Here, Boys and Girls from age groups of 9.5 to 12.5 were taken. Four groups of these students were formed for the purpose of analysis based on their ages- Below 10 year (Not below than 9.5), 10 to 11 year, 11 to 12 year and Above 12 year (not above than 12.5). Significance of the difference between the means was measured using ANOVA. Two things were checked- 1. Whether the between group mean difference is significant, and 2. Whether the linearity is significant. It is perceived through the obtained results that, between group mean difference ( $p < .05$ ) as well as linearity ( $p < .01$ ) are significant for the scores of Emotional Intelligence (total). Scores obtained on section 1 indicate that both between group mean scores as well as their linearity are significant at 0.01 level of the significance. Mean group differences ( $p < .01$ ) and also the linearity ( $p < .05$ ) between the means are also found to be significant for section 3 i.e. branch 3. Between groups mean scores of General Intelligence are also found to be significantly linearly increasing ( $p < .01$ ) with the age of the students. These result means that the scores of Emotional Intelligence and the General Intelligence increases significantly because of the maturity of the students.

**Table 5: Gender wise impact of maturity on Emotional Intelligence**

Gender		Total Emotional Intelligence	EI Sec1	EI Sec2	EI Sec3	EI Sec4	General Intelligence
F	Below 10 yr	N	13	13	13	13	13
		Mean	52.3077	17.6923	5.0000	9.9615	19.6538
		SD	5.53507	3.15924	1.80278	2.62569	5.93501
	10 to 11 yr	N	23	23	23	23	23
		Mean	57.9674	19.5870	5.4783	11.4130	21.4891
		SD	9.60507	3.86462	2.26875	4.55684	4.75626
	11 to 12 yr	N	27	27	27	27	27
		Mean	60.7593	22.3519	5.1759	11.0000	22.2315
		SD	12.53313	4.42418	2.21209	3.53009	7.60785
	Above 12 yr	N	3	3	3	3	3
		Mean	59.1667	21.9167	7.6667	15.0000	14.5833
		SD	9.50438	.76376	1.25831	4.35890	6.52559
	Total	N	66	66	66	66	66
		Mean	58.0492	20.4508	5.3598	11.1212	21.1174

	SD		10.59229	4.25807	2.15377	3.85612	6.44865	9.58145
Bet groups	P		.130	.005**	.257	.226	.202	.001**
Linearity	P		.032*	.001**	.353	.180	.819	.000**
M								
Below 10 yr	N		18	18	18	18	18	17
	Mean		49.5417	18.0417	3.3750	10.4722	17.6528	24.3529
10 to 11 yr	N		17	17	17	17	17	13
	Mean		57.0000	20.8235	4.2941	12.5588	19.3235	36.4615
11 to 12 yr	N		23	23	23	23	23	20
	Mean		54.1522	21.4130	4.8913	10.6522	17.1957	33.2500
Above 12 yr	N		10	10	10	10	10	8
	Mean		60.9500	21.4250	4.2250	15.1500	20.1500	35.6250
Total	N		68	68	68	68	68	58
	Mean		54.6434	20.3750	4.2426	11.7426	18.2831	31.6897
Bet groups	P		.116	.064	.199	.076	.581	.010**
	Linearity	P	.05*	.018*	.111	.128	.677	.011**

\* Significant at .05 level of significance  
 \*\* Significant at .01 level of significance

Gender wise analysis of the impact of the maturity is seen in the Table 5. If we look at the results of the females (i.e. girls), it is seen that linearity is found to be significant in the scores of Emotional Intelligence (total) ( $p < .05$ ), section 1 ( $p < .01$ ) and General Intelligence ( $p < .01$ ). But the difference of means between the groups is found to be significant only with the scores of section 1 of the Emotional Intelligence ( $p < .01$ ) and General Intelligence ( $p < .01$ ). Analysis of the boys depicts that linearity between the group means are significant in the scores of Emotional Intelligence (Total) ( $p < .05$ ), section 1 of the Emotional Intelligence ( $p < .05$ ), and General Intelligence ( $p < .01$ ) but the difference between the means of the groups is found to be significant only in the scores of General Intelligence ( $p < .01$ ).

**Table 6: Correlation between Emotional Intelligence and General Intelligence**

Gender	General Intelligence
F Total Emotional Intelligence	r
	.505
	P
	.000**
	N
	66
M Total Emotional Intelligence	r
	.596
	P
	.000**
	N
	58

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 6 explains the correlation between Emotional Intelligence and General Intelligence. Positive significant correlation is obtained between the scores of Emotional Intelligence and General Intelligence for both girls ( $p < .01$ ) and boys ( $p < .01$ ).

#### **IV. DISCUSSION**

##### ***Impact of Gender on Emotional Intelligence***

Many studies have been carried out to see the gender wise differences in emotional intelligence. But the effect of gender on emotional intelligence is still at debate. Girls score high on certain abilities of EI and vice a versa. Results of this study support the same. Girls have scored higher on two branches of EI namely Emotional Assimilation and Emotional Management. Emotional Assimilation is the ability to use emotions in facilitating various cognitive activities, such as thinking and problem solving. The obtained result indicate that the Girls are better in using their emotions in their day to day life to solve problems and in creating appropriate thoughts which help them to balance their emotions. Emotional Management includes the ability to regulate emotions in one-self and others, ability to stay open to the feelings both positive and negative, ability to manage emotions, ability to reflectively engage or detached from an emotion depending upon its judged utility, and ability to maintain positive emotions and repair negative emotions. Here the obtained scores suggest that the Girls are significantly better in managing and controlling their emotions than the Boys.

##### ***Impact of Maturity on Emotional Intelligence***

Maturity plays important role in the development of emotional intelligence. It is required to know the exact impact of maturity on EI while working on EI of the students from India which had varied culture and divergent demographic variables. Results indicated that the linearity and the between group difference was found significant for the Emotional Intelligence (total), and in section 1 and 3. It means that two branches of emotional intelligence i.e. branch 1 and 3 significantly improves with the age. Here, section 1 i.e. branch 1 measures Emotional Perception. This includes the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expressions of emotion. And branch 3 of Emotional Intelligence is Emotional Understanding. It is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one emotion to the other. A cross sectional study done by Saeki, E. et.al (2015) also resulted that elder students identified more number of emotions as well as they illustrated complexity of mixed emotions very well than the young students. It depicts that children learn to identify simple (basic) as well as complex sets of emotions through the natural exposure they get in their life with their age. But branch 2 and 4 of the Emotional Intelligence where emotional assimilation and emotional management is seen should be taught to them. This means that one has to learn Emotional Assimilation as well as Emotional Management by putting special efforts. General intelligence is found to be developing with the age of girls and boys.

##### ***Relationship between Emotional Intelligence and General Intelligence***

Significant positive correlation between EI and General Intelligence indicates that as the scores of Emotional Intelligence increase, the scores of General Intelligence also increase. The model of the Emotional Intelligence used for present study is an Ability Model. This model deals with the abilities and not the traits of the Emotional Intelligence. The concept of this model is based on the model of Intelligence. Therefore positive correlation between Emotional Intelligence and General Intelligence supports the ability model of emotional intelligence that it truly measures abilities and not the traits of emotional intelligence.

#### **V. CONCLUSION**

- No significant difference is found between the scores of Emotional Intelligence of Girls and Boys, hence the null hypothesis (Ho1) is accepted. However Girls have scored significantly higher than the boys on two branches of Emotional Intelligence i.e. Branch 2 and Branch 4.
- Boys have scored significantly higher than the Girls on General Intelligence.
- When the age wise groups were compared to see the impact of Maturity on Emotional Intelligence of the students, between group difference as well as linearity between them were found statistically significant. Therefore the null hypothesis (Ho2) is rejected. There is significant impact of Maturity on Emotional Intelligence of the students. Emotional Intelligence of the students is found to be increasing with their age.
- Scores of General Intelligence were also found to be significantly increasing with students' age.
- Significant positive correlation is found between the scores of Emotional Intelligence and the scores of General Intelligence of the students. Thus the null hypothesis (Ho3) was rejected. As the scores of Emotional Intelligence increase, the scores of General Intelligence also increase.

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