



## GENDER DIFFERENCES IN ATTITUDE APPRAISAL AND EMOTIONAL INTELLIGENCE AMONG NINTH STANDARD STUDENTS

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### Abstract

This paper intends to study the gender differences in attitude appraisal and emotional intelligence among ninth standard students. This study was done on a sample of 990 students. To select the sample, convenient specified random sampling technique was used. The tools used were Attitude appraisal questionnaire by the investigator (2010) and Mangal Emotional Intelligence inventory (2004). These tools were used to collect the data and data were analyzed through critical ratio. It was found that there were significant differences between boys and girls in attitude appraisal and emotional intelligence of the sample.

**Key Words:** Attitude, Emotional Intelligence, Gender.

### I. Introduction

Gender studies have greatest influence in India. 1960s known as ‘era of feminism’ affected academic and public life. Feminist work has entered and had an impact upon almost every academic discipline. It is quite clear that men and women have a lot of differences in many fields. The first step to study gender is to explore the difference between men and women. In Europe since 1970s, various directives and legislations aimed at equal treatment and equal opportunities for women were put in place. Despite their efforts gender differences persist in education and other walks of life. In Asia and in other continents women equality problems abound. In the present study girls have more positive attitude towards English learning than boys. Girls have better emotional intelligence than boys.

### II. Sample

Convenient specified random sampling technique was used and 990 ninth standard students from government, aided private and corporation schools from out of 2433 total strength.

### III. Statement of the Problem

“Gender differences in Attitude appraisal and Emotional Intelligence among ninth standard students”.

### IV. Objectives of the Study

To know the impact of gender on attitude appraisal and emotional intelligence of the Total sample.

### V. Hypotheses of the Study

There are no significant differences between Attitude appraisal and emotional intelligence of boys and girls in the total sample.

Research tool selected for the present study: Attitude appraisal questionnaire by the investigator (2010) and Mangal Emotional Intelligence inventory (2004).

**Table 1: To Differentiate Attitude Appraisal of Boys and Girls of the Total Sample.**

P.V	Type of School	Gender	N	Mean	S.D	C.R	
Attitude Appraisal	Government	Boys	233	38.21	13.03	0.29	N.S
		Girls	182	51.14	13.27		
	Aided	Boys	127	51.03	9.64	9.18	0.01
		Girls	149	44.08	13.69		
	Corporation	Boys	139	24.29	15.56	10.01	0.01
		Girls	157	40.88	12.56		



**Table 2: To Differentiate Intra Personal Awareness of Emotional Intelligence of Boys with Girls of the Total Sample**

P.V	Type of School	Gender	N	Mean	S.D	C.R	
Emotional Intelligence Intra personal awareness	Government	Boys	233	11.81	3.918	6.138	0.01
		Girls	182	13.94	3.15		
	Aided	Boys	127	15.42	2.508	5.926	0.01
		Girls	149	13.53	2.788		
	Corporation	Boys	139	10.74	4.06	4.181	0.01
		Girls	157	12.64	3.715		

**Table 3: To differentiate of Boys and Girls Interpersonal Awareness of the Total Sample**

P.V	Type of School	Gender	N	Mean	S.D	C.R	
Emotional Intelligence Inter personal awareness	Government	Boys	233	11.61	3.48	7.209	0.01
		Girls	182	13.84	2.82		
	Aided	Boys	127	13.96	3.15	0.712	N.S
		Girls	149	13.67	3.61		
	Corporation	Boys	139	11.05	3.76	5.0	0.01
		Girls	157	13.27	3.87		

**Table 4: To Differentiate of Boys and Girls Intrapersonal Management of the Total Sample**

P.V	Type of School	Gender	N	Mean	S.D	C.R	
Emotional Intelligence Intra personal management	Government	Boys	233	14.25	4.24	10.67	0.01
		Girls	182	18.19	3.28		
	Aided	Boys	127	16.63	3.19	0.274	N.S
		Girls	149	16.52	3.47		
	Corporation	Boys	139	11.99	4.75	7.027	0.01
		Girls	157	15.62	4.05		

**Table 5: To Differentiate of Boys and Girls of Interpersonal Management of the Total Sample**

P.V	Type of School	Gender	N	Mean	S.D	C.R	
Emotional Intelligence Inter personal management	Government	Boys	233	12.4	4.11	6.637	0.01
		Girls	182	14.69	2.91		
	Aided	Boys	127	15.27	2.68	2.11	0.01
		Girls	149	14.21	2.91		
	Corporation	Boys	139	10.92	5.38	5.517	0.01
		Girls	157	13.9	3.62		

**Table 6: To Differentiate of Boys and Girls of Total Score Emotional Intelligence of the Total Sample**

P.V	Type of School	Gender	N	Mean	S.D	C.R	
Emotional Intelligence	Government	Boys	233	50.07	10.78	11.72	0.01
		Girls	182	60.67	7.62		
	Aided	Boys	127	61.28	7.185	3.571	0.01
		Girls	149	57.94	8.352		
	Corporation	Boys	139	44.71	13.02	7.368	0.01
		Girls	157	55.45	11.92		

Table 1 Illustrates that there is significant difference between boys and girls of aided and corporation schools in their Attitude towards English language. Since calculated CR values are more than the table CR values hypothesis one is rejected. Attitude has varied influence on gender of the total sample.



The calculated values of government schools' boys and girls calculated values are less. Hence hypothesis one is accepted. Though government school boys and girls differ, it is not significant. Attitude has no impact on gender of this segment of the sample.

Tables 2, 5, 6 Intrapersonal awareness of emotion, Interpersonal management of emotions and Emotional Intelligence total are significant. There exists difference between boys and girls in emotional Intelligence total at 0.01 Level.

Table 3, 4 show that only the aided schools' samples C.R is not significant but government and corporation schools, boys and girls C.R are significant at 0.01 level. These two tables indicate gender difference level on Interpersonal awareness of emotions and Intrapersonal management of emotions.

## VI. Evidences

The result of this study is that there is clear gender difference in attitude and Emotional intelligence. To corroborate, the following researcher's results are: Singh.D (2002) and Wing.E & Love, G.D (2001) both have said in their studies that women have higher level of emotional intelligence than men. Xiufang xia(2013) in her study, states gender difference with regards to attitude in perception and usage of language ( English). Based on the findings, it was concluded that significant gender differences in attitude toward mathematics existed among students of secondary schools and that closure of the sex differential gap could help see girls perform better.

## VII. Discussion

In accordance with common belief that women are more efficient in emotional skills, this study reveals that there is clear gender difference in Emotional Intelligence.

The studies conducted by Harrod and Scheer (2005), Adeyemo (2008) and Mandell and Pherwani (2003) found that male and female respondents significantly differ on Emotional intelligence scores. Emotional intelligence plays an important role in creating healthy classroom environment through developing positive inter personal relationships between teachers and students and among peers.

Learning achievement involves various domains like cognitive psychomotor and affective domains. Attitude can be considered significant predictor of one's academic achievement, which involves evaluation, synthesis, analysis, application, comprehension and knowledge. Attitudes play a vital part in the cognitive domain.

## VIII. Educational Implication

Again attitude is involved positively or negatively at affective domain levels in collection of value sets, in organizing them, in valuing them and accepting or rejecting them and at the psychomotor level the attitude plays a significant role and acquiring of skills to replicate things, creating, and mastering.

The new yardstick for performance is how we are handling each other and ourselves. According to Daniel Goleman (1998) Emotional Intelligence allows us to think more creatively to use our emotions to solve our problems. Goleman believes that emotional Intelligence appears to be important set of psychological skills as well as social and leadership skills that will be central for success in life and personal relationship.

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