



STATE-TRAIT CHEERFULNESS ON EMOTIONAL INTELLIGENCE AND RESILIENCE AMONG HIGHER SECONDARY SCHOOL STUDENTS

S. Velmurugan*

K. Saraladevi**

*PhD Research Scholar, Meston College of Education (Autonomous), Chennai.

**Associate Professor in Physical Science, Meston College of Education (Autonomous), Chennai.

Abstract

The study aims to determine state-trait cheerfulness on emotional intelligence and resilience among higher secondary school students. A random sampling technique was adapted for the selection of sample in the schools. Then random convenient sampling technique was adopted and the sample of 50 higher secondary school students. Personal data sheet developed by the investigator. State-trait cheerfulness scale by Ruch Kohler, Decker's and Carrek (1994), Emotional Intelligence scale by Mangal (2004), Resilience scale by Ahern, Kiehle E. Sole ML, Byers J (2006). Were used to collect data. Results were statistically analyzed through Descriptive Analysis, Differential Analysis, Relational Analysis, and Chi-square Analysis in this study. The Gender as impact State-trait cheerfulness on emotional intelligence and resilience among higher secondary school students.

Key Words: State-Trait Cheerfulness, Emotional Intelligence and Resilience.

Introduction

State cheerfulness was designed to represent the segment of positive affectivity presumably related to exhilaratability. Like for the trait scale, no explicit separation of cheerfulness and hilarity/merriment was undertaken, but the whole span between them was considered*. Thus, individuals high in that state describe themselves as being in good spirits, in a mirthful mood, or feeling merry. Furthermore, they also report their awareness of changed readiness for displaying behavior typical for state cheerfulness finally, the aspect of being in good humor was tentatively considered for two reasons. Given a general bipolar factor emerges, it can be expected that items referring to this content would be the best markers. Also, being in good mood might be the common denominator of cheerfulness and hilarity and being located between them. Since the last two decades a new dimension of intelligence, termed as emotional intelligence, has received much attention as being more responsible for success than IQ (Goleman, 1995). The term Emotional Intelligence was coined by Peter Salovey and John D. Mayer in their academic paper in 1990 to describe qualities like understanding one's own and others emotions and to use this information for guiding thoughts and actions (Mayer and Salovey, 1990). This concept became popular after Daniel Goleman's publication Emotional Intelligence in which he has described emotional intelligence in terms of "abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope" (Goleman, 1995, p.36). The social ecological theory of resilience gives attention to the process whereby individuals who face significant challenges interact with their environment to optimize personal success (Ungar & Liebenberg, 2011). In other words, resilience is an interactive concept in which the presence of resilience can be inferred from individual differences in the experience of significant major adversities or stressors. For the purpose of this study, resilience is defined as "both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being and their capacity individually and collectively to negotiate for these resources to be provided and experienced in culturally meaningful ways" (Ungar, 2008, p. 225).

State-Trait Relationship

One core assumption associated with the state-trait model of exhilaratability (Ruch, 1994) Claims that the traits represent the disposition for the respective states; e.g., individuals high and low in trait cheerfulness will differ with respect to the frequency, duration, and intensity of occurrences of state cheerfulness. However, homologous states and traits should also be distinguishable from each other. Thus, it needs to be demonstrated empirically that a joint Factor analysis of state and trait items yields separate but positively correlated factors for Homologous states and traits.

Sample

A convenient random sampling technique was adapted for the selection of sample the schools selected for this study. Then random convenient sampling technique was adopted to select the sample. 50 students were taken for the study. 25 students boys and 25 students girls were taken from schools.

Statement of the Problem

State-trait cheerfulness on emotional intelligence and resilience among higher secondary school students was chosen for the study.



Objectives of the Study

To differentiate boys scores with that of girls in State-trait cheerfulness, emotional intelligence and resilience of the total sample.

Hypotheses of the Study

Gender has no impact on State-trait cheerfulness, emotional intelligence and resilience.

Research Tools Selected for the Present Study

The following tools have been used by the investigator to carry out this study.

1. Personal data sheet developed by the investigator.
2. State-trait cheerfulness scale by Ruch Kohler, Decker's and carrek (1994)
3. Emotional Intelligence scale by Mangal
4. Resiliency scale by Ahern N, kiehl E, sole ML, and Byers J. (2006).

Table 1: Differentiation of State Cheerfulness Scores of Boys and Girls

Variable	Gender	N	Mean	S.D	C.R	L.S
State cheerfulness	Boys	25	84.48	7.8587	0.9100	NS
	Girls	25	86.72	9.4715		

From the table 1 and also from figure A it is understood that the calculated 'Critical Ratio' are not significantly greater than that the table CR values in the case of boys and girls from the total of sample. Hence the hypothesis is accepted and proved that there are no significant differences between State cheerfulness of boys and girls from school sample.

Figure-A

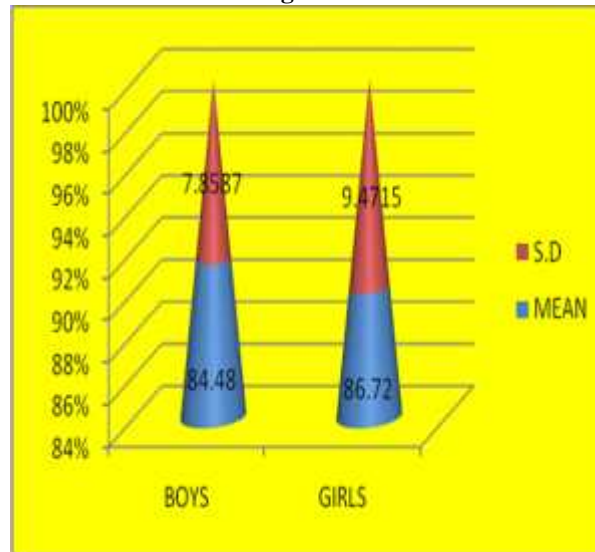


Table 2: Differentiation of Trait cheerfulness scores of Boys and Girls

Variable	Gender	N	Mean	S.D	C.R	L.S
Trait cheerfulness	Boys	25	54.4	3.7749	2.9941	0.01
	Girls	25	58.52	5.7526		

From the table 2 and also from figure B, it is clearly understood that the calculated 'Critical Ratio' values are significantly greater than that of the table CR values ($P < 0.01$, $N = 25$) in the case of boys and girls from the school sample. Hence the hypothesis is rejected and proved that there is significant difference between Trait cheerfulness of boys and girls from School sample.



Figure-B

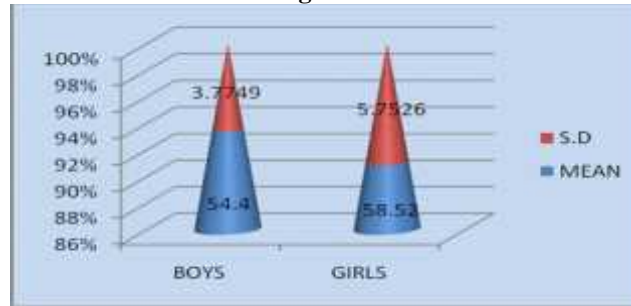


Table 3: Differentiation of Emotional Intelligence Scores of Boys and Girls

Variable	Gender	N	Mean	S.D	C.R	L.S
Emotional intelligence	Boys	25	62.64	10.1607	1.3035	NS
	Girls	25	66.28	9.5765		

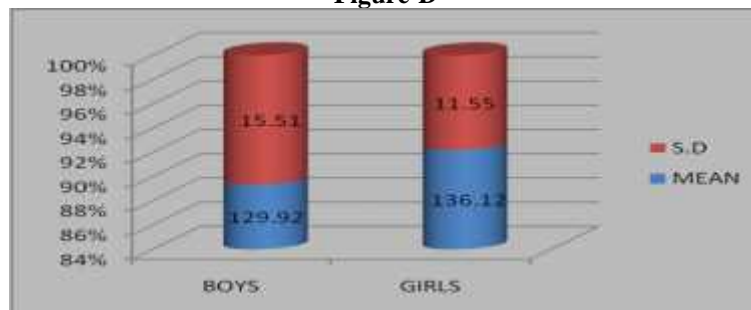
From the table 3 , it is understood that the calculated ‘Critical Ratio’ are not significantly greater than that the table CR values in the case of boys and girls from the total of sample. Hence the hypothesis is accepted and proved that there are no significant differences between Emotional intelligence of boys and girls from school sample.

Table 4: Differentiation of Resilience Scores of Boys and Girls

Variable	Gender	N	Mean	S.D	C.R	L.S
Resilience	Boys	25	129.92	15.51	2.3834	0.05
	Girls	25	136.12	11.55		

From the table 4 and also from figure D, it is clearly understood that the calculated ‘Critical Ratio’ values are significantly greater than that of the table CR values ($P < 0.05$, $N = 25$) in the case of boys and girls from the school sample. Hence the hypothesis is rejected and proved that there is significant difference between Resilience of boys and girls from school sample.

Figure-D



Evidence

Ruth Castillo University of Malaya(spain) These findings indicate the need for caution when concluding that gender affects EI in the absence of tests for possible interactions between gender and other variables that may influence EI. *Fataneh Naghavi, Marof Redzuan(2011)* Culturally, girls are mostly expected to be more expressive of feelings, whereas abstaining from feelings expression in boys is strengthened as a manly model. The research showed that emotional intelligence is meaningful associated with gender differences. The article is divided into several sections. The review is started with the definition of emotional intelligence and this is followed by a review on the emotional intelligence, as well as the effects and interaction of gender differences. Then, an overview of the paper is included a demonstration of the influence of gender differences on emotional intelligence is also given. Results indicated significant differences between men and women with regard to academic adjustment and emotion attention. Grace A. Fayombo (2012) these results were significant indicating that both emotional intelligence and gender predicted academic achievement but emotional intelligence was a better predictor of academic achievement than gender. The Independent t-test analysis also revealed gender disparity in academic achievement and attending to emotions in favour of girls.



Findings

1. Hence the hypothesis is accepted and proved that there are no significant differences between State cheerfulness of boys and girls from school sample.
2. Hence the hypothesis is rejected and proved that there is significant difference between Trait cheerfulness of boys and girls from School sample.
3. Hence the hypothesis is accepted and proved that there are no significant differences between Emotional intelligence of boys and girls from school sample.
4. Hence the hypothesis is rejected and proved that there is significant difference between Resilience of boys and girls from school sample.

Discussion

After analyzing the research studies on gender differences in emotional intelligence, Sanchez-Nunez, Fernandez-Berrocal, Montanes and Latorre (2008) concluded that the self-report and performance based measures of emotional intelligence provide different information. However, they assert that difference in emotional intelligence on the basis of gender may be attributed to the socialization and emotional teachings of girls and boys in childhood. They contend that girls receive wider spectrum of emotions from parents than do boys which make the former more adept at recognizing and expressing emotions.

The results of this study do not corroborate the common belief that age brings about more social and emotional intelligence (BarOn, 2006) because no significant correlation was found between age and emotional intelligence. The result is in line with the outcome of the studies conducted by Harrod and Scheer (2005), Balci-Celik and Deniz (2008) and Birks, McKendree and Watt, (2009); however, the result is not consistent with the study conducted by Fariselli, Ghini and Freedman (2006). Since the sample of this study was small, this result may be inconsistent and a larger sample may produce different result. Results of this study also highlight the importance of Resilience. It was a significant unique predictor of three adjustment factors Resilience involves the ability to develop different skills to navigate psychological, social, cultural and physical resources to deal with different and significant major life adversities or stressors (Ungar, 2008). Individuals who score higher on resilience are stress resistant –committed to what they are doing, confident they can influence their surroundings and outcomes, and able to regard major life events and transformations as challenges to be mastered rather than threats to be passively and bitterly endured or energetically denied (Kobasa, 1982). Hardy students with more ability to understand their emotions and recover easily tend to be satisfied more with college experience in general and their attending college in particular (Adeyemo, 2007; Baker & Siryk, 1989).

Conclusion

It is important to realize that girls are higher than boys in emotional intelligence, but high emotional intelligence in boys is a better predictor for achievement.

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