

Gender Differences in Academic Achievement and Emotional Intelligence of Senior Secondary School Students

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Abstract

Academic Achievement holds a fundamental position in the field of education or academics. It is a measurement of what has been learnt in the academic area. As far as emotional intelligence is concerned, it is about smartness or adjustment capabilities of a person with his/her emotions, in spite of being highly emotional or emotionally deviated. Whereas, beliefs and values are discussed, in this case emotional intelligence is functional in nature. 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. Mean, standard deviation, and t-test were utilised as statistical computing tools for hypothesis testing. Based on the findings, it appears that boys fare better than girls when it comes to academic achievement and emotional intelligence.

Keywords: Gender Difference, Academic Achievement, Emotional Intelligence.

Introduction

Sex and Gender, both the terms are considered as the important determinants of education, health (physical, mental and emotional) and well-being. Sex is termed as the biological identification in all living beings along with its features of different kinds. Whereas, gender is concerned, it indicated the socially approved roles and responsibilities, behaviors patterns and identifications of all genders especially male, and female. Gender is specified as femininity and masculinity in socially approved terms. It also helps people in perception, behavior, interaction, personality development, power and resource distribution and liabilities in society. In social context, gender is most specifically and incorrectly conceptualized as male and female. Sex and gender influence physical and emotional health, wellbeing and academic achievement etc. in one or another way. Behavior patterns have been changed and individual differences is identified due to these.

Its extensive everywhere, yet classified, the proof of gender differences in the field of academics suggesting the fact that women are usually underrepresented in the different spheres of academic streams. Not only in academic but in the other fields also, female's participation and representation is almost negligible.

With regard to above explanation of gender, we can understand the academic situation of male and female students in institutions and society. Big difference is found in their physical, biological, social, physiological context, on the basis of which performance of male and female differs in these areas. This difference shown in the

context of gender is known as gender difference.

The term Academic Achievement refers to the quantification of learning content of a subject or a group of subjects as assessed by conducting examination including different types of tests. It is also known as scholastic achievement in the particular span of time from all resources of teaching and learning.

Having high EQ is as vital for gaining admission to top universities as having a high IQ is for achieving success in everyday life. The majority of the issues we face in our personal and professional lives stem from a failure to properly understand the perspectives and emotions of the people, groups, societies, and nations involved. The importance of other traits or characteristics in a person can be pinned down by their level of emotional intelligence.

As a major skill, emotional intelligence has a significant impact on all other skills, whether they are helpful or detrimental (Goleman, 1995). The correlation between a high IQ and academic success is strong (George, 1996). It has been established that bright kids do better in the classroom (Parker, et. al., 2002). Similar reasoning underpins the robust relationship between IQ and success and the positive impact of IQ and creativity on factors like psychological resilience, social competence, and academic prowess (Srivastava and Arora, 1980).

Previous studies have indicated a strong relationship between IQ and academic success. However, studies and tests performed after the 1990s have disputed the preeminence of intelligence and its measure (IQ), substituting the notions of Emotional Intelligence and its measure in its place (EQ). One's EQ score may be a more accurate indicator of his or her future success in the workplace than one's IQ score (Wolf, 1993; Yoon, 1997; Geery et al., 1997; Goleman 1998; Rice, 1999; Parker, 2002). An individual's EQ is more important for career success than their IQ or GPA (Nathawat, 1999).

Examining how high school seniors differ by gender in terms of academic performance and emotional quotient.

According to the results of these studies, males tend to outperform girls in most areas. Researchers have reached the paradoxical conclusion that women excel where men have traditionally struggled.

Review of Related Literature

This study presents a review of relevant literature related to the current research. Relevant findings from previous studies are discussed to create the basis for the possible outcomes of the current study.

Emotional Intelligence as measured by Emotional Quotient Inventory was not significantly correlated with Academic Achievement (Newsome Day and Catano, 2002). One research supports the view, as trait EI dimensions (intrapersonal abilities, adaptability and stress management) have been shown to predict academic success among university students (Lam and Kirby, 2002). Students with high emotional intelligence show better academic result than the students with low emotional intelligence (Farooq, 2003).

Emotional competence of teachers is necessary, both in general and in specific for his emotional well-being and effectiveness and quality in carrying out teaching-learning processes in the classroom and in particular for the socio-emotional development of students (Miyagamala, 2015).

Research shows the positive effect of emotional intelligence on academic

achievement and the difference of emotional intelligence level between male and female students that males are more emotionally intelligent than females and females are good academic achievers than males (Faisal and Ghani, 2015). Fayombo (2012) concluded a study, with significant results, it was indicated that both emotional intelligence and gender predicted academic achievement but emotional intelligence was a better predictor of academic achievement than gender.

Lee and Wong (2017) With the presentation of preliminary study on gender differences in studying a systems analysis and design course of an undergraduate programme, it was concluded that male students over performed female students in general in the course. However, female students performed better in information systems development methodology but in case of systems design, male students work efficiently and better.

Kaur (2022) conducted a study on "Emotional Intelligence in relation to Academic Achievement of Sr. Sec. School Children". Result of this study was indicate that a significant difference in gender and positive significant relationship between Emotional Intelligence and academic achievement of senior secondary school student.

Venkteshwar & Warriar (2022) exploring the influence of "Emotional Intelligence on the Academic Performance of MBA Students". Result of the study indicates that emotional intelligence enhances student academic performance and it is effective and authoritative to get a new job.

Sharma (2021) investigated a study on "Emotional Intelligence of Secondary School Students in Relation to Their Gender". Sample of this study was 120 students (60 Boys & 60 girls). The result of this study was indicate that there is a significant difference in emotional intelligence between girls and boys student and it was also found that no significant difference between urban and rural area students.

Kumar (2020) examine a study on "The Emotional Intelligence of Higher Secondary School Students". Using random sampling technique 300 students were selected. Result of this study demonstrated that emotional intelligence girl's students were higher than the boy's students.

Rani (2017) conducted a study on "Emotional Intelligence among Senior Secondary School students in Relation to Their Gender, Type of School and Academic Achievement". Result of this study demonstrated that there was no significant difference of emotional intelligence between gender of students and government and private school students. But there is a significant difference of emotional intelligence between high and low academic achievements.

Objectives of the Study

1. To study the Academic Achievement in reference to gender difference.
2. To study the Emotional Intelligence in reference to gender difference.

Hypotheses of the Study

1. There no significant difference was found in Academic Achievement based on the gender difference.
2. There no significant difference was found in Emotional Intelligence in reference to gender difference.

RESEARCH METHODOLOGY

Sample

The sample comprised of 200 students of XI Class (100 boys and 100 girls) from the age group 15-17 years from four governments and government aided senior secondary schools of Jind city of Haryana state.

Tests used

- Mangal's Emotional Intelligence Inventory prepared by Dr. S.K. Mangal and Mrs. ShubhraMangal.
- Academic Achievement as the aggregate marks obtained by the student in his/her matriculation examination.

Statistical Techniques Used

In the present study, the researcher used Mean, Standard Deviation, t-test as statistical technique.

Analysis and Interpretation

Table 1. Table of comparison showing Academic Achievement based on gender difference i.e. between Boys and Girls students

Sr. No.	Group	N	Mean	SD	t-test	Significant level	df	Result
1.	Boys	100	389.5	50.06	4.96	0.5	198	Significant
2.	Girls	100	348.9	64.66				

Calculating the Academic Achievement of boys and girls was the primary goal of the study. This goal was predicated on the idea that males and females do not differ significantly in terms of academic performance.

Table 1 shows that the average scores for boys and girls are 389.5 and 348.9, respectively, with corresponding standard deviations of 50.06 and 64.66. The t-test value of 4.96, achieved with 198 degrees of freedom, is more than the expected value of 1.96. (df). Researchers conclude that there is a considerable gender gap in academic performance between male and female high school seniors, and hence reject the initial null hypothesis. Based on these statistics, it's clear that boys outperform girls in the classroom.

Table 2. Table of comparison showing Emotional Intelligence based on gender difference i.e. between Boys and Girls students

Sr. No.	Group	N	Mean	SD	t-test	Significant level	df	Result
1.	Boys	100	72.90	9.13	3.051	0.5	198	Significant
2.	Girls	100	68.75	10.13				

S

tandard Error of Deviation between means

$$SE_D(\sigma_D) = \sqrt{\frac{(9.13)^2}{100} + \frac{(10.13)^2}{100}}$$

$$= 1.363$$

The second goal was to determine the gap between males and females with regards to Emotional Intelligence. Achieving this goal required testing the idea that males and females are similar in their Emotional Intelligence.

Data in table 2 shows that boys have a considerably higher mean Emotional Intelligence score than girls do (72.90 vs. 68.75). Consequently, it's safe to say that boys have a higher average EQ than girls do. For reference, the sex disparity in standard deviation is 9.13 points for males and 10.13 points for girls. For a t-test with 198 degrees of freedom, the resulting score of 3.051 is greater than the expected value of 1.96. (df). Results show that there is a considerable gender gap in the average Emotional Intelligence scores. In this setting, the alternative hypothesis is preferred above the null.

Conclusion

The primary results of this study indicate that there is a large gender gap in terms of both academic achievement and emotional intelligence. Academic Achievement and Emotional Intelligence mean scores for boys were greater than those for girls.

Educational Implications

Students with the strong academic performance and high emotional intelligence would prove asset to the institution in particular and currently in general.

The findings of the study are likely to proof of immense importance to the educational administrators, educational planners, educational thinkers, demographers, teachers, psychologist Physiologist, policy makers, teacher educators and others who are concerned with the spare of education.

The results of the current investigation indicate that gender differences exist. In terms of emotional intelligence, boys have an edge over girls. A teacher can help boost her students' self-esteem by pointing out their strengths and encouraging them to explore and improve those areas. Their educational institutions should periodically hold specialised training programmes for this purpose. Students with high Academic Achievement also tend to have higher Emotional Intelligence, while students with low Academic Achievement tend to have lower Emotional Intelligence, as shown by the data.

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