

# A STUDY OF EMOTIONAL INTELLIGENCE OF ADOLESCENT STUDENTS OF SENIOR SECONDARY SCHOOLS IN RELATION TO THEIR SEX AND LOCALE

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## ABSTRACT

*This paper aims to study the emotional intelligence of adolescent students in relation to their Gender and Locality. 200 senior secondary students were the sample of study and they selected through stratified random sampling method from senior secondary schools of Ghaziabad district of Uttar Pradesh. For the collection of necessary information investigator used Emotional Intelligence Inventory-MEII by Dr. S.K. Mangal and Shubra Mangal. To find the significance of difference between the various groups 't'-test was applied. The results of this research inferred that secondary school students those studied in schools of urban locality in Ghaziabad district of Uttar Pradesh have better EI than the students of schools of rural areas but gender wise students do not differ significantly on emotional intelligence.*

**Keywords:** Emotional Intelligence, Adolescent Students Gender and Locality

## INTRODUCTION

Emotional intelligence has now become the point of general interest for public, practitioners and researchers in the school, schools and universities. It's believed that emotional and social competences are as vital as traditional dimensions of intellectual ability and personality. A person's emotional intelligence helps much altogether spheres of life through its varied constituents or elements specifically data of one's emotion and handling relationships. Emotional intelligence is another layer of human mind that is constructive enough in exploring human intelligence by processing a scientific method. Such systematic understanding of human feeling too live human intelligence can prove much helpful in uplifting common success rate of contemporary education and its system. Thus, Emotional Intelligence basically reflects our ability to deal with success with others and with our own feelings. Curiosity of the good academics needs to study such emotional intelligence to get the meaningful echoes of human hearts. Emotional intelligence has become interesting topic of psychology and there have been done many studies on emotional intelligence. Mayer and Salovey introduced emotional intelligence in 1990 and for them emotional intelligence refers to the capacity of people to reason with emotions to enhance thought while promoting intellectual and emotional growth. Many researchers have found individual differences in emotional intelligence. The focus of those studies is with the study of emotional abilities as forecasters of psychological well-being, health and social functioning.

Adolescence is the time when a person acquires the ability to think further than the present, envision its implication and the future, also grasp the complexity of relationships. The experiences, knowledge and skills in both areas of physical and emotional acquired in adolescence have important implications for an individual's prospects in adulthood.

The concept of emotional intelligence gives a new strength to the individual's intelligence, which is considering a deliberate rivalry (personal performance), on the other hand the recognition intelligence is a strategic ability (long term capability). The emotional intelligence makes it able to forecast the attainment because it involves how individuals apply knowledge in a direct success. Emotional intelligence is a type of Social intelligence which is a predictor in special areas such as educational and job performances. In the other word, it has an ability to assure feelings and pleasures by one and others.

Several studies have proved that sad mood can be contributed to low level of EI. It is also found that people with high emotional intelligent have ability to mend their pessimist thing and mood state.

Bai intended to examine anxiety proneness and emotional intelligence in relation to academic achievement of pre-university adolescent students. The study involved 500 Pre-University adolescent students selected from Bangalore Urban and Rural areas. The study revealed that, Arts, Science and Commerce adolescent students of PUC have significant difference in academic achievement, anxiety proneness and emotional intelligence and its dimensions.

Hassan and others studied that there were significant differences for emotional intelligence level among all adolescent students between both genders. Mean score of emotional intelligence within female adolescent students appeared to be higher than male adolescent students.

Emotional intelligence has had studies in relation to other mental health variables and it has revealed EI is significantly correlated to higher levels of self-esteem and positive mood among individuals.

Ahmad et al. did a quantitative study with the sample of 160 adolescent students with snowball sampling framework to find out gender differences in EI. Their study reveals that males are more emotionally intelligent than females.

Research has explored that females tend to be more emotional and warm in relationships than males, so they are considered more emotionally intelligent as compared to males. Society plays an important role in making women more emotionally intelligent. Moreover, higher emotional intelligence among girls can also be described in terms of their personality characteristics. Girls are expected to be more warning, emphatic and social and they are reared in the ways which make them more emotionally intelligent.

Mehmood et al. conducted a quantitative study to find out relationship between emotional intelligence and psychological wellbeing on the sample of 182 adolescents. Results of their study showed that emotional intelligence is positively related to self-esteem and negatively related to depression among adolescents.

Sameer studied that the relationship between Self-Esteem and EI among B.Ed. trainees of Tsunami affected coastal belt on the sample of 92 B.Ed. trainees. His study demonstrated that there is a good amount of self-esteem and emotional intelligence among B.Ed. trainees of Tsunami affected coastal belt of Alapppy district. His study also found that age and marital status play only a little role in emotional intelligence.

### **Need and Significance of the Study**

A person's emotional intelligence helps him in all spheres of life through its various constituents or components namely knowledge of his emotion (self awareness), managing the emotion motivating oneself, recognizing emotion in other (empathy), and handling relationship. The achievement of the end results in terms of better handling of mutual relationship is quite essential and significant in his life. It can only be possible through his potential of emotional intelligence and its proper development. After so many amendments in structure of emotional intelligence the present structure has come into light with its relevance and importance in student's life. Present study is an important and valuable addition in growing body of previous exiting literature on emotional intelligence among senior secondary school adolescent students. It explains what is the difference of EI between boys and girls of rural and urban areas? So researcher selects the sample of 12<sup>th</sup> class adolescent students and formulate following objectives.

### **Objectives of the Study**

The study was conducted with the following objective:

1. To study and compare the emotional intelligence of boy and girl adolescent students of senior secondary schools.
2. To study and compare the emotional intelligence of rural and urban adolescent students of senior secondary schools.

### **Hypotheses**

**H01. There is no significant difference between the mean of total Emotional Intelligence scores of boys and girls adolescent students of senior secondary schools.**

H01.1. There is no significant difference between the mean of Intra Personal Awareness (Dimension of EI) scores of boys and girls adolescent students of senior secondary schools.

H01.2. There is no significant difference between the mean of Inter Personal Awareness (Dimension of EI) scores of boys and girls adolescent students of senior secondary schools.

H01.3. There is no significant difference between the mean of Intra Personal Management (Dimension of EI) scores of boys and girls adolescent students of senior secondary schools.

H01.4. There is no significant difference between the mean of Inter Personal Management (Dimension of EI) scores of boys and girls adolescent students of senior secondary schools.

**H02. There is no significant difference between the mean of emotional intelligence scores of urban and rural adolescent students of senior secondary schools.**

H02.1. There is no significant difference between the mean of Intra Personal Awareness (Dimension of EI) scores of urban and rural adolescent students of senior secondary schools.

H02.2. There is no significant difference between the mean of Inter Personal Awareness (Dimension of EI) scores of urban and rural adolescent students of senior secondary schools.

H02.3. There is no significant difference between the mean of Intra Personal Management (Dimension of EI) scores of urban and rural adolescent students of senior secondary schools.

H02.4: There is no significant difference between the mean of Inter Personal Management (Dimension of EI) scores of urban and rural adolescent students of senior secondary schools.

### Design of the study

#### Sample and Sample Technique

For the present study the survey type descriptive research method was adopted and 200 adolescent students of senior secondary schools studying in 12<sup>th</sup> class of Ghaziabad District of Uttar Pradesh. They were selected through stratified random sampling on the basis of equal allocation. The study involves comparison between rural and urban adolescent students, and male and female adolescent students. 100 senior secondary school adolescent students were selected from five schools of urban area and 100 senior secondary school adolescent students were selected from five schools of rural area, affiliated to C.B.S.E and U.P. Gender of the student considered as the second strata.

#### Tool Used

In this study, investigator used 'Mangal Emotional Intelligence Inventory' (MEII) by Dr. S.K. Mangal and Mrs. Shubhra Mangal. Emotional Intelligence Inventory has 100 items, 25 each from the four areas to be answered as „yes“ or „no“. The mode of response to each item is either „yes“ or „no“ indicating complete agreement or disagreement with the proposed statement. Tool has both positive and negative items. For scoring one mark is provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence.

#### Statistical Techniques used

The data were analyzed with the appropriate statistical measures to justify the objectives of the present study. The investigators employed Mean, Standard Deviation and t-test for the analysis of the data.

#### Analysis and interpretation of data

**Table no. 1. Showing the comparison between the mean of total emotional intelligence scores boys and girls of senior secondary schools.**

Variable	Group	N	Mean	SD	df	't' value	Significance at 0.05 level (S/NS)
Emotional intelligence	Boys	100	76.5	23.8	198	0.306	NS
	Girls	100	62.25	61.25			

A perusal of table no. 1 reveals that the mean value of emotional intelligence scores of the boys and girls have been found 76.5 and 62.25 respectively and the standard deviation of the boys and girls have been found 23.8 and 61.25 respectively. The mean value of emotional intelligence scores of boys is greater than the mean value of girls. The mean value shows that the both groups have major difference. The obtained 't'- value (0.306) is less than the value given in the table at 0.05 level of significance (df=198). So the null hypothesis –“There is no significant difference between the mean of total emotional intelligence scores of boys and girls adolescent students at senior secondary level.” is accepted. Thus, it is concluded that there is no significant difference between boys and girls adolescent students in respect of their EI. It may be inferred that gender does not influence the EI.

**Table no. 1. 1 Showing the comparison between the mean of Intra Personal Awareness (Dimension of EL) scores of boys and girls adolescent students of senior secondary schools**

Variable	Group	N	Mean	SD	df	't' value	Significance at 0.05 level (S/NS)
Emotional intelligence (Intra Personal Awareness)	Boys	100	22.48	21.41	198	3.523	S
	Girls	100	15.72	14.69			

It is evident from the table that the mean value of emotional intelligence scores of the boys and girls have been found 22.48 and 15.72 respectively and the standard deviation of the boys and girls have been found 21.41 and 14.69 respectively. The mean value of emotional intelligence (intra personal awareness) scores of boys is higher than the mean value of girls. The obtained 't'- value (3.523) is more than the value given in the

table at 0.05 level of significance (df=198). So the null hypothesis “There is no significant difference between the mean of Intra Personal Awareness (Dimension of EL) scores of boys and girls adolescent students of senior secondary schools” is rejected. Interpreting the above result it may be said that the boys are having more Intra personal awareness than the girls. It may be inferred that gender does influence the EI In respect of Intra personal awareness.

**Table no. 1.2. Showing the comparison between the mean of Inter Personal Awareness scores (Dimension of EL) of boys and girls student of senior secondary schools.**

Variable	Group	N	Mean	SD	df	't' value	Significance at 0.05 level (S/NS)
Emotional intelligence (Inter Personal Awareness)	Boys	100	12.34	11.29	198	2.48	S
	Girls	100	15.57	14.53			

It is evident from the table that the mean value of emotional intelligence scores of the boys and girls have been found 12.34 and 15.57 respectively and the standard deviation of the boys and girls have been found 11.29 and 14.53 respectively. The mean value of emotional intelligence (inter personal awareness) scores of girls is higher than the mean value of boys. The obtained 't' value (2.48) is more than the value given in the table at 0.05 level of significance (df=198). So the null hypothesis –“There is no significant difference between the mean of Inter Personal Awareness (Dimension of EL) scores of boys and girls adolescent students of senior secondary schools” is rejected. Interpreting the above result it may be said that the girls have more Inter personal awareness than the boys and gender does influence the EL.

**Table no. 1.3 Showing the comparison between the mean of Intra Personal management scores (Dimension of EL) of boys and girls student of senior secondary schools**

Variable	Group	N	Mean	SD	df	't' value	Significance at 0.05 level (S/NS)
Emotional intelligence (Intra Personal Management)	Boys	100	13.34	2.98	198	1.128	NS
	Girls	100	16.70	15.67			

A perusal of table no. 1.3 reveals that the mean value of emotional intelligence scores of the boys and girls have been found 13.34 and 16.70 respectively and the standard deviation of the boys and girls have been found 2.98 and 15.67 respectively. The mean value of emotional intelligence (intra personal management) scores of girls is greater than the mean value of boys. The obtained 't' value (1.128) is less than the value given in the table at 0.05 level of significance (df=198). So the null hypothesis –“There is no significant difference between the mean of Intra Personal Management (Dimension of EL) scores of boys and girls adolescent students of senior secondary schools” is accepted. It may be inferred that gender do not influence the EL in respect of Intra Personal Management.

**Table no.1.4. Showing the comparison between the mean of Inter Personal Management (Dimension of EL) scores of boys and girls of senior secondary schools.**

Variable	Group	N	Mean	SD	df	't' value	Significance at 0.05 level (S/NS)
Emotional intelligence (inter personal management)	Boys	100	28.34	27.32	198	6.39	S
	Girls	100	14.56	13.53			

A perusal of table no. 1.4 reveals that the mean value of emotional intelligence scores of the boys and girls have been found 28.34 and 14.56 respectively and the standard deviation of the boys and girls have been found 27.32 and 13.53 respectively. The mean value of emotional intelligence (inter personal management) scores of boys is greater than the mean value of girls. The obtained 't' - value (6.39) is more than the value given in the table at 0.05 level of significance (df=198). So the null hypothesis –“There is no significant difference between the mean of Inter Personal Management (Dimension of EL) scores of boys

and girls adolescent students of senior secondary schools." is rejected. Interpreting the above result it may be said that the boys have more Inter personal management skill than the girls.

**Table no. 2. Showing the comparison of Total emotional intelligence scores between urban and rural adolescent students of senior secondary schools**

Variable	Group	N	Mean	SD	df	't' value	Significance at 0.05 level (S/NS)
Emotional intelligence	Urban	100	82.41	26.29	198	4.33	S
	Rural	100	62.34	61.33			

It is evident from the table that the mean value of emotional intelligence scores of the urban and rural have been found 82.41 and 62.34 respectively and the standard deviation of the urban and rural have been found 26.29 and 61.33 respectively. The obtained 't'- value (4.33) is less than the value given in the table at 0.05 level of significance (df=198). So the null hypothesis –“There is no significant difference between the mean of total emotional intelligence scores of urban and rural adolescent students of senior secondary schools.” is rejected. It may be inferred that locality do influence the EI. It may due to in schools of urban areas better exposures provided through various co- curricular activities.

**Table no. 2.1. Showing the comparison between the mean of Intra personal awareness (Dimension of EL) scores of urban and rural senior secondary school adolescent students**

Variable	Group	N	Mean	SD	df	't' value	Significance at 0.05 level (S/NS)
Emotional intelligence (Intra Personal Awareness)	Urban	50	32.32	31.30	98	4.66	S
	Rural	50	15.66	15.66			

A perusal of table no. 2.1 reveals that the mean value of emotional intelligence scores of the urban and rural have been found 32.32 and 15.66 respectively and the standard deviation of the urban and rural have been found 31.30 and 15.6 respectively. The mean value of emotional intelligence (intra personal awareness) scores of urban adolescent students is greater than the mean value of rural adolescent students. The obtained t'- value (4.46) is more than the value given in the table at 0.05 level of significance (df=98). So the null hypothesis –“There is no significant difference between the mean of Intra Personal Awareness (Dimension of EL) scores of urban and rural adolescent students of senior secondary schools.” is rejected. It may be inferred that locality do influence the EI. It may be inferred that locality do influence the EL and primacy of urban school adolescent students may be due to the reason that their parents are able to paid attention, so they are more aware and have high level of intra personal awareness.

**Table no. 2.2. Showing the comparison between the mean of Inter Personal Awareness (Dimension of EL) scores of urban and rural adolescent students of senior secondary schools**

Variable	Group	N	Mean	SD	df	't' value	Significance at 0.05 level (S/NS)
Emotional intelligence (Inter Personal Awareness)	Urban	50	12.62	11.57	98	1.51	NS
	Rural	50	15.42	14.38			

A perusal of table no. 2.2 reveals that the mean value of emotional intelligence scores of the urban and rural have been found 12.62 and 15.42 respectively and the standard deviation of the urban and rural have been found 11.57 and 14.38 respectively. The obtained 't'- value (1.51) is less than the value given in the table at 0.05 level of significance (df=98). So the null hypothesis –“There is no significant difference between the mean of Inter Personal Awareness (Dimension of EL) scores of urban and rural adolescent students of senior secondary schools.” is accepted. It may be inferred that locality do not influence the EL in respect of inter personal awareness.

**Table no. 2.3. Showing the comparison between the mean of Intra Personal Management (Dimension of EL) scores of urban and rural adolescent students of senior secondary schools.**

Variable	Group	N	Mean	SD	df	't' value	Significance at 0.05 level (S/NS)
Emotional intelligence (Intra Personal Management)	Urban	50	13.6	12.57	98	1.62	NS
	Rural	50	16.9	15.86			

A perusal of table 2.3 reveals that the mean value of emotional intelligence scores of the urban and rural have been found 13.6 and 16.9 respectively and the standard deviation of the urban and rural have been found 12.57 and 15.86 respectively. The obtained 't'- value (1.62) is less than the value given in the table at 0.05 level of significance (df=98). So the null hypothesis –“There is no significant difference between the mean of Intra Personal Management scores of urban and rural adolescent students of senior secondary schools.” is accepted.

**Table no. 2.4 showing the comparison between Inter Personal Management (Dimension of EL) scores of urban and rural student of senior secondary schools**

Variable	Group	N	Mean	SD	df	't' value	Significance at 0.05 level (S/NS)
Emotional intelligence (Inter Personal Management)	Urban	50	42.2	41.48	98	6.22	S
	Rural	50	15.22	14.18			

A perusal of table 2.4 reveals that the mean value of Inter Personal Management scores of the urban and rural have been found 42.2 and 15.22 respectively and the standard deviation of the urban and rural have been found 41.48 and 14.18 respectively. The obtained 't'- value (6.22) is more than the value given in the table at 0.05 level of significance (df=98). So the null hypothesis –“There is no significant difference between the mean of inter personal management scores of urban and rural adolescent students of senior secondary schools.” is rejected. It may be inferred that urban locality student have greater EL than their rural counterparts.

### Findings of the study

On the basis of analysis of the data the findings are systematically arranged here in accordance with the hypothesis as mentioned below:

**1. No significant difference is found between the total emotional intelligence boys and girls at senior secondary level. It means emotional intelligence of boys and girls is not affected or determine by their gender.**

**1.1.** A significant difference is found in the emotional intelligence (intra personal awareness) between boys and girls.

**1.2.** A significant difference is found in the emotional intelligence (inter personal awareness) between boys and girls.

**1.3.** No significant difference is found in the emotional intelligence (intra personal management) between boys and girls.

**1.4.** A significant difference is found in the emotional intelligence (inter personal management) between boys and girls student of senior secondary schools.

**2. A significant difference is found in the emotional intelligence total urban and rural adolescent students of senior secondary schools. It means emotional intelligence of urban and rural is affected or determine by their locality.**

**2.1.** A significant difference is found in the emotional intelligence (intra personal awareness) between urban and rural adolescent students of senior secondary schools.

**2.2.** No significant difference is found in the emotional intelligence (inter personal awareness) between urban and rural adolescent students of senior secondary schools.

**2.3.** No significant difference is found in the emotional intelligence (intra personal management) between urban and rural adolescent students of senior secondary schools.

**2.4.** A significant difference is found in the emotional intelligence (inter personal management) between urban and rural adolescent students of senior secondary schools.

## Conclusion

Emotional intelligence involves knowledge of a situation and plays a vital role in determining one's personality. Student's intelligence not solely affects his behaviour within the classroom however additionally influence the behaviour of his adolescent students. In the present scenario, parents, teachers and also the educational institutions are very aware about to empower the psychological feature aspects of the children they ought to provide more time and efforts for developing not only for cognitive professional skills however also affective skills for the development of emotional intelligence because it's important to strengthen the emotional intelligence for the development of balanced personality and to make them well equipped to face the challenges of a competitive future. Hence there is no denying the fact that emotional intelligence counts significantly towards one's success in one's area of achievement. Teachers and parents should provide tips for resolving conflict trust-building way; it'll be very useful for the development of Emotional Intelligence among children.

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