

Experimenting using Navarasa: Gender Differences on Emotional Intelligence

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Abstract

Emotional Intelligence is observed to be crucial factor in getting success in all spheres of human life including academic, social, family, professional, etc. Hence it is necessary to pay attention to the enhancement of emotional intelligence of the children at their school age. Present study attempts to enhance emotional intelligence of children from lower and higher-middle socio-economic classes in India through expression of Navarasa and observe the gender differences in pursuing the intervention program. For the purpose four types of art forms i.e. dance, drama, singing and drawing were used as a medium of expressions. 134 children having lower socio-economic background and 144 children from higher-middle socio-economic class were considered for present study. Children were selected from 5th to 7th standards of two schools from Pune, Maharashtra using multi-stage sampling method. Standardized questionnaires were used to measure Socio-economic status, Emotional Intelligence and General Intelligence. Intervention program contained 34 sessions. Children were divided into control and experimental groups using matched random sampling technique. ANOVA and Mixed design ANOVA were done to analyze the results. Girls from both the Socio-economic backgrounds scored significantly higher than the respective boys before intervention program. All the experimental groups scored significantly higher than the respective control groups. Girls from lower SES scored considerable higher at post testing than the respective boys. Performance of the boys from higher-middle SES was better at post testing than the respective girls.

Keywords: Emotional Intelligence, Expression, Navarasa, Socio-Economic Status, Gender Difference

Introduction

Importance of emotional intelligence in our life is proven by many studies. It is found out that emotional intelligence is a contributor in our performance, psychological well-being, personal relationships, communication skills, etc. Academic achievement of the students is positively correlated with the emotional intelligence (Nwadinigwe, I., &Azuka-Obieke, U. (2012)) (Mishra, P. (2012)) (Aggarwal, S. (2013)). It has also shown positive association with mental health in many studies (Krishnakar, M., &Chengti, S. (2012)) (Gupta, G. & Kumar, S. (2010)). Emotional Intelligence is seen to have adverse correlation with suicidal tendencies (Kumara, D. (2016)) (Singh, A. (2012)). Same is with substance abuse i.e. alcohol and drug abuse (Ganisher, D., (2013)) (Nabiei, A. (2016)). Addiction of the children to the internet is found to have negative association with the emotional intelligence (Juneja, R., &Sethi, S. (2015)) (Azza, I., at al., (2016)) (Far, N., at al., (2014)). Hence it has been very clear that emotional intelligence plays very important role in inner and outer development of the human being. One more important thing is, mental health problems, suicidal ideation, substance abuse are result of the inappropriate or wrong ways chosen by students for their emotional expression. Aggression and/or the suppression of the emotions create many problems in human life. Increasing number of such cases are the indication of inappropriate expression of emotions (Sangath, (2016))(Kalpana, L., &Kavya, H. (2017)) (Sharma, P., &Tyagi, A. (2016)) (Malhi, P., at al. (2014)) (Dutt, D. at al, (2013)) (Mukunth, V. (2017)).

Many studies are carried out to see the effect of gender as well as SES on emotional intelligence. Some studies indicated that girls score high on emotional intelligence than the boys (Shanwal, V. K., et al (2006) (Davis, A. J. (2012)) (D. R. Papini et al (1990)) (Naghavi, F. and Redzuan, M. (2011)) (Saeki, E. et.al (2015)) (Khan-Woehle, S., et.al (2015)). Some studies stated that there is no difference between the emotional intelligence of girls and boys (Kar, D. et al (2014)) (Shree, R. (2013)) (Katyral, S. and Awasthi, E. (2005)) (Jamadar C., and Sindhu A. (2015)) (Meshkant, M. and Nejati, R. (2017)) (Fischer, A. H., et.al. (2018))(Naik, B.(2014))(FiliEvis (2016))(Trivedi, V. (2014)). Few studies proposed that boys scored significantly higher than the girls (Summiya Ahmad, et al (2009))(Shin, L.T. (2011)). Similarly some studies resulted that SES has significant impact on emotional intelligence of the children (Shanwal, V. K., et al (2006))(Davis, A. J. (2012))(Khan, M. A. and Dar, I. A (2013)) (Kar, D. et al (2014))(Jamadar C. and Sindhu A. (2015))(Naik, B.(2014))(Lekaviciene, R. and Antiniene, D. (2016)). In very few studies SES showed no effect on the emotional intelligence of the children (Neanam, N. (2018))(Trivedi, V. (2014)). Hence effect of gender and SES on emotional intelligence portray mixed picture.

Considering the importance of emotional intelligence in our lives, efforts have been made to nurture and enhance it in the present study. In this, the children's preferences were taken into consideration while choosing the methods which would provide the children an opportunity to express

their feelings properly. Present study also examined the effect of the designed intervention program with reference to the Gender and SES of the children.

Objectives:

1. To analyze effect of Gender and SES on Emotional Intelligence of the children.
2. To analyze effect of intervention program on the emotional intelligence of the children with respect to gender and SES.

Hypotheses:

Null hypotheses were formed-

1. There is no significant difference between the boys and girls on emotional intelligence before the intervention program.
2. There is no significant difference between the children from different SES backgrounds on their emotional intelligence before the intervention program.
3. There is no significant difference between emotional intelligence of the Girls and Boys after going through intervention program.
4. There is no significant difference between emotional intelligence of children from different SES backgrounds after the intervention program.

Operational Definitions:

1. Gender- Present study refers gender as biological categories of the children i.e. Boys and Girls.
2. Emotional Intelligence (EI)-Ability model of emotional intelligence given by Mayer and Salovey is used in present study. This model contains four branches namely emotional perception, emotional assimilation, emotional understanding and emotional management. Here EI is the obtained scores on the standardized test based on Ability Model named- 'JPIP How Do I Feel' by Gadre, S. and Lavlekar, A. (2018).
3. Navarasa- Navarasa is a theory given by Bharata Muni in Natyashastra and Abhinavgupta in Abhinavbharati. Navarasa contain nine emotions- Hasya (Laughter), Sringara (Love), Karuna (Sadness/compassion), Raudra (Fury/Anger), Bibhatsa (Disgust), Vira (Courage), Bhayanaka (Fear/Horror), Adbhuta (Surprise/Wonder) and Shanta (Peace). Sringara rasa was excluded from the intervention program considering the age group of the sample.
4. General Intelligence (GI) -Here, GI is the scores obtained by children on the standardized test- 'Standard Progressive Matrices' by J.C. Raven.

5. Socio-economic Status (SES)–It is a socio-economic status obtained by children on the standardized test- ‘Socio-Economic Status Scale (SESS)’ by Bharadwaj. This scale gives five categories of socio-economic status namely- Lower Class, Upper-lower Class, Middle Class, Upper-middle Class, and Upper Class.

Sample:

Researcher was approached to the Six-Seven schools from Pune city. Two schools were selected based on convenience sampling method where applied criteria were- Willingness to participate in the study, Permission for conduction of 34 sessions, SES status of the students was understood through the Principal. After that again the children were selected using convenience sampling method having the criteria like- assurance to attend all the sessions, voluntary participation, parents’ permission. The children from this group were selected using random sampling method using the list of the children. Children were divided among control and experimental groups based on the matched random sampling method using their scores on EI and GI in pre-testing. There were 134 children from 5th to 7th standards from the school where children were from lower socio-economic backgrounds having 66 girls and 68 boys. During the study period four of these children left the study due to some unavoidable reasons hence there were 130 children from this school. Another school which was having students from higher-middle SES had participation of 144 children (80 girls and 64 boys) from 5th to 7th standards in the present study.

Tools:

1. ‘JPIP How Do You Feel’- This test is based on the ability model of EI. It contains four sections measuring branches of the model. It is standardized on and developed for Indian population. The four sections are- Perceiving Emotions, Assimilating Emotions, Understanding Emotions and Managing Emotions.
2. ‘Socio-Economic Status Scale (SESS)- This scale is also standardized and designed for Indian population. This scale caters seven areas of SES – Family, Education, Social, Profession, Caste, Monthly Income and Total Assets. This gives separate as well as composite score of social and economic status. It gives five categories- Lower class, Upper lower class, Middle class, Upper middle class, and Upper class.
3. ‘Standard Progressive Matrices (SPM)’- This is a culture-free test having non-verbal measure of general intelligence. It contains five sets having 12 questions in each. Each set contains items having increasing difficulty level. It focuses on the abstract reasoning of the person.

Intervention Program:

Intervention program was based on expression of Navarasa through four art forms namely dance, drama, singing and drawing. Program contained two types of sessions- Theory and Expression. As the Sringara rasa was excluded from the study, there remained eight rasas i.e. four pairs of rasas. These pairs were done based on the theory of Navarasa. Each pair of rasa went through four types of art forms. Hence there were four expression sessions for every pair of the rasas. As the four branch model of chosen for present study, four theory sessions based on four branches were conducted for each pair of the rasas. Therefore every pair of rasas had four expression sessions and four theory sessions i.e. eight sessions. As there were four pairs of rasas, there were 16 art sessions and 16 theory sessions i.e. total 32 sessions. First session was conducted for rapport building followed by one introductory session. Hence there were total 34 sessions in this intervention program. This program was conducted separately for girls and boys in two schools. Thus there were four experimental groups and four control groups in this study.

Results:

Scores obtained by children on General Intelligence were considered only for pairing them for control and experimental groups. Hence no further analysis on the general intelligence of the children was calculated.

Table 1: Obtained group scores on SES

School	Socio-Economic Status		
	Mean Score	Mean T-Score	Class
LSEC	280.5	29	Lower Class
HMSEC	1225.5	67	Upper Middle Class

Table 1 indicates that children of the school 1 i.e. LSEC obtained Lower Socio-Economic Class where as children from school 2 i.e. HMSEC obtained Upper Middle Class i.e. Higher-middle Class.

Hypothesis 1- There is no significant difference between the boys and girls on emotional intelligence before the intervention program.

Table 2 Descriptive statistics of schools on Emotional Intelligence (pre-testing)

Schools	LSEC			HMSEC		
	Boy	Girl	Total	Boy	Girl	Total

N	66	66	132	64	82	146
Mean	54.6970	59.0114	56.8542	56.2734	60.4695	58.6301
Std. Deviation	12.16817	10.62430	11.58288	10.24915	11.05768	10.87699

Table 2 shows the obtained Ns, Means and Standard deviations of the girls and boys from both the schools i.e. LSEC and HMSEC.

Table 3 Effect of Gender on EI ANOVA (pre-testing)

Schools	LSEC			HMSEC		
	PreTotsc * Gender			PreTotsc * Gender		
	Between Groups (Combined)	Within Groups	Total	Between Groups (Combined)	Within Groups	Total
Sum of Squares	614.262	16961.118	17575.380	632.889	16521.889	17154.777
Df	1	130	131	1	144	145
Mean Square	614.262	130.470		632.889	114.735	
F	4.708			5.516		
Sig.	.032			.020		

Table 3 portrays obtained ANOVA results calculated to measure effect of gender on emotional intelligence of the children from different SES. The obtained *p* values for both the schools are below the .05 level of significance hence gender has significant effect on the emotional intelligence of the children from both the SES groups. Girls from both the schools (table 2) have scored significantly higher than the respective boys on emotional intelligence.

Hypothesis 2- There is no significant difference between the children from different SES backgrounds on their emotional intelligence before the intervention program.

Table 4 Descriptive statistics of both the schools on EI (pre-testing)

Schools	LSEC	HMSEC	Total
N	132	146	278
Mean	56.8542	58.6301	57.7869
SD	11.58288	10.87699	11.23250

This table states Ns, Means and Standard Deviations of scores of EI obtained by children from both the schools.

Table 5 Effect of SES on EI ANOVA (pre-testing)

	PreTotsc * Seclass		
	Between Groups	Within Groups	Total
	(Combined)		
Sum of Squares	218.652	34730.158	34948.810
Df	1	276	277
Mean Square	218.652	125.834	
F	1.738		
Sig.	.189		

Table 5 indicates results of ANOVA done to measure effect of SES on emotional intelligence of the children. The obtained p value is higher than the .05 level of significance hence there is no significant difference between the emotional intelligence of the children with respect to their SES.

Hypothesis 3- There is no significant difference between emotional intelligence of the Girls and Boys after going through intervention program.

Table 6 Effect of Gender on EI after going through the intervention (post-testing)(only experimental groups)

SES	LSEC		HMSEC	
	Gender	Error	Gender	Error
Type III Sum of Squares	641.889	13942.542	18.408	7719.764
Df	1	63	1	70
Mean Square	641.889	221.310	18.408	110.282
F	2.900		.167	
Sig.	.093		.684	

Table 6 shows obtained result of ANOVA calculated to see effect of Gender on EI after the intervention. Obtained p values are higher than the .05 the level of significance hence scores of

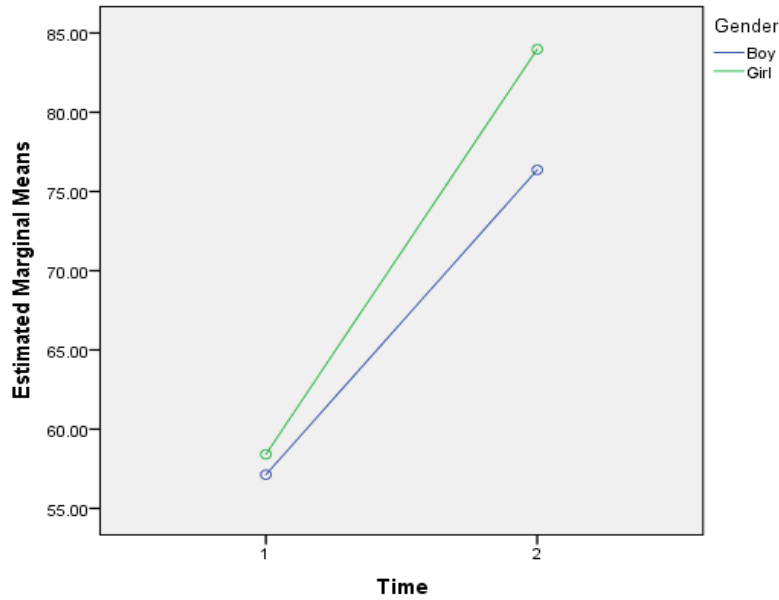
emotional intelligence of the children did not differ significantly with respect to the gender of the children.

Table 7 Effect of intervention and interaction between time and gender on EI (pre-post testing) (only experimental groups)

SES	LSEC			HMSEC		
	Time	Time * Gender	Error(Time)	Time	Time * Gender	Error(Time)
	Linear	Linear	Linear	Linear	Linear	Linear
Type III Sum of Squares	16272.497	325.103	1724.453	42556.078	331.264	1538.297
Df	1	1	63	1	1	70
Mean Square	16272.497	325.103	27.372	42556.078	331.264	21.976
F	594.488	11.877		1936.509	15.074	
Sig.	.000	.001		.000	.000	

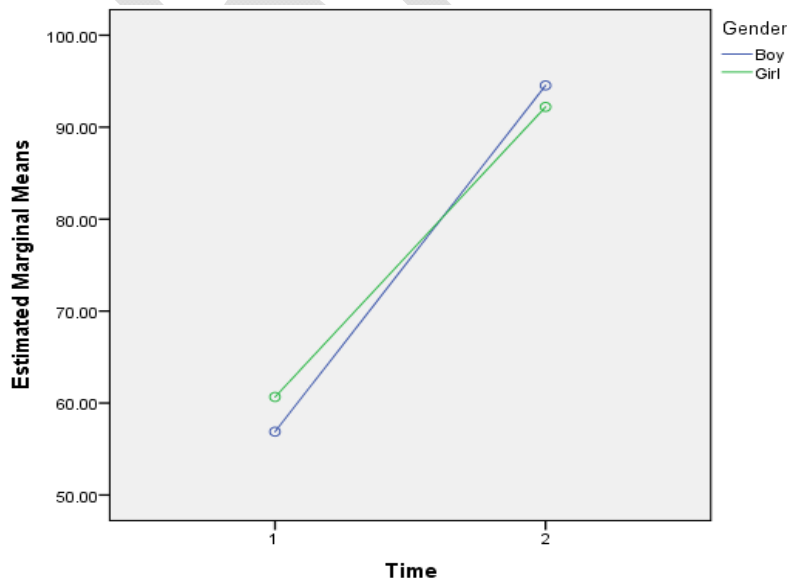
Table 7 states the main effect of Time i.e. intervention (pre-post scores) on EI as well as interaction effect between Time and Gender on EI. Both the effects i.e. main as well as interaction are found to be significant at the .01 level of the significance. It means that Girls and Boys from experimental groups have scored significantly higher at post-testing then pre-testing. But the significant interaction between Time and Gender indicates that the effect of the intervention was not equal for girls and boys. It would be easy to understand through following graph –

Graph 1 Interaction of Time and Gender (LSEC School) (experimental groups)



Here in graph 1 it is clearly seen that though the intervention program was effective in enhancing emotional intelligence of both boys and girls, girls have scored much higher than the boys at post-testing which resulted in significant interaction effect.

Graph 2 Interaction of Time and Gender (HMSEC School) (experimental groups)



Graph 2 shows that girls and boys from HMSEC have scored significantly higher after the intervention program but boys have scored little higher than the girls to get significant interaction effect.

Hypothesis 4- There is no significant difference between emotional intelligence of children from different SES backgrounds after the intervention program.

Table 8 Descriptive statistics of both the SES on EI (experimental groups)

SES	PreTotsc			PostTotsc		
	LSEC	HMSEC	Total	LSEC	HMSEC	Total
Mean	57.8000	58.9861	58.4234	80.3462	93.2431	87.1241
Std. Deviation	12.02725	10.05188	11.00796	10.73552	5.85490	10.67291
N	65	72	137	65	72	137

Table 8 gives Ns, Means and Standard Deviations of emotional intelligence of children from lower (LSEC) and higher-middle (HMSEC) SES.

Table 9 Effect of SES on Emotional Intelligence after the intervention (experimental groups)

Source	Intercept	SES	Error
Type III Sum of Squares	1440173.099	3387.556	22322.603
Df	1	1	135
Mean Square	1440173.099	3387.556	165.353
F	8709.709	20.487	
Sig.	.000	.000	

ANOVA results obtained through table 9 shows that SES of the children have significant impact on their emotional intelligence after the intervention program. Obtained *p* values are significant at the .01 level of the significance. Here, children from higher-middle SES (table 8) have scored significantly higher than the children from lower SES after the intervention program.

Discussion:

Gender and Emotional Intelligence-

Effect of Gender on emotional intelligence was seen for both the groups of SES before and after the intervention program. It was found that (table 3) Girls from both the schools i.e. lower and higher-middle SES schools scored significantly higher than the respective boys before the intervention program. But there was no significant difference between the emotional intelligence of girls and boys

after the intervention program for both the groups of SES (Table 6). This means that though girls had significantly high emotional intelligence before, intervention program was equally effective for both girls and boys. Significant interaction effect between Time and Gender indicated that for the group having lower SES, Girls scored considerably higher at post testing than the respective boys (Table 7, Graph 1). It means that though the intervention program was equally effective for both boys and girls, it was much more effective for girls than boys of lower SES group. Exactly opposite was the picture with the children from higher-middle SES group. Significant interaction effect showed that boys had scored lower at pre-testing than the respective girls but they performed better at post testing than their counter parts girls (Table 7, Graph 2).

Socio-economic Status and Emotional Intelligence-

Effect of SES on emotional intelligence was measured before and after the intervention program. Children from lower and higher-middle SES did not differ significantly on emotional intelligence before the intervention program (Table 5). This means that there was no impact of SES on emotional intelligence before the intervention. This finding indicates that though the children from higher-middle SES go to schools having considerably high standard (facilities, teaching aids, infrastructure, higher fees, etc.) than the schools of lower SES group as well as parents from higher-middle SES are much more educated and have more exposure than the parents from lower SES, there is no difference between the emotional intelligence of both the groups. No one is taking extra efforts for the development of the emotional intelligence of the children, neither the schools proposing all-round development of their children or the concerned and aware parents. Significant difference between emotional intelligence of the children was obtained with respect to their SES after getting the intervention program (Table 9). This means that though the intervention program was highly effective for both the groups of SES, it was more effective for the children from higher-middle SES group.

Conclusion:

1. School 1 i.e. LSEC children obtained 'Lower Class' whereas school 2 i.e. HMSEC children obtained 'Upper Middle Class'.
2. Significant difference was obtained between Girls and Boys of both the SES on emotional intelligence before the intervention program. Girls scored higher than the boys. Hence null hypothesis 1 is rejected.
3. No significant difference was found between the children of lower and higher-middle SES groups on emotional intelligence before the intervention program. Hence null hypothesis 2 is accepted.
4. No significant difference between girls and boys from both the groups of SES was obtained on emotional intelligence after the intervention program. Therefore null hypothesis 3 is accepted.

5. Interaction effect between Time and Gender was observed to be significant for both the SES groups. Girls from lower SES scored higher than the respective boys at post testing whereas boys from higher-middle SES scored higher than the respective girls at post-testing.
6. Children from higher-middle SES scored significantly higher than the children from lower SES group after going through the intervention program. Thus null hypothesis 4 is rejected.

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