



## Emotional Intelligence of Secondary Students in Relation to their Religion and Gender

Sofiqul Islam, Ph.D.

Govt. D.I.E.T (2<sup>nd</sup> Campus), Murshidabad, West Bengal, INDIA

### ORIGINAL ARTICLE



**Author**  
**Sofiqul Islam**

shodhsamagam1@gmail.com

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### ABSTRACT

*Human is the most intelligent creature of the universe. In all the spheres of life activities, he makes use of his mind. To get the solution of these questions the primitive human would have to make an approach of logical reasoning and rational thinking. It clearly indicates that mathematical phenomena prevailed in human beings from very beginning. Therefore mathematics is an important aspect of human life and it is all pervasive in very branch of knowledge. In different areas & practical life of the Emotional Intelligence has its own importance but it is present in sufficient quantity in every student it is not necessary. In those students who possess high level of emotional intelligence are capable to face life problem easily and are successful in their life. And those who possess learnt ability has to face a lot of problem in their life. Schools should exist to educate young person's for effective living in democracy, therefore education in democracy both within and without the schools should increase knowledge, idea, habit, powers and interest whereby he will find his place and will use that place to shape himself and society.*

### KEY WORDS

*Emotional Intelligence, Primitive Human, Logical Reasoning, Knowledge, Rational Thinking.*

### INTRODUCTION

The current system of education in India and the world is putting the future of children in a race to find a short cut for success. The development of the students' personalities with an appropriate mix of emotional intelligence and competence is crucial to ensuring their success in school.

Being emotionally intelligent is not just a matter of upbringing, because being intelligent is typically associated with having strong academic and intellectual ability. This study is an enhancement focusing on the emotional intelligence (EI) to promote good teaching environment in the workplace and motivations of its students. It will also be beneficial to the students and teacher in straitening of teaching and strategies when they school and college practitioners in training and informing them on Emotional Intelligence and the acquisition of cognitive aspect of mathematical concepts. It will also serve as a future reference for researchers and educate clients in deciding if it is necessary for school students. The ability to assess a student's performance in accordance with achievement in their topic has been important for educators who wished to understand more about the implementation process and application possibilities of school-based education.

## Statement of Problem

Emotional Intelligence is essential for students to develop mentally, socially and morally. So statement of present study is "Emotional Intelligence of Secondary Students in Relation to their Religion and Gender"

## Objective of Studies

Every task has a definite objective behind it with this research the main objective relates to all those important aspects by which the solution of a problem is achieved so the researcher must know the objective behind the study.

Present objective is to study the Emotional Intelligence among secondary student's.

The summary of the objective of literature can be presented in this way.

- O<sub>1</sub>: To study how religion affects secondary students' on emotional intelligence.
- O<sub>2</sub>: To study how Gender affects secondary students' on emotional intelligence.
- O<sub>3</sub>: To study how gender and religion interact to affect secondary students' on emotional intelligence.

## Importance of Studies

Academic achievement is the extent to which a student, teacher and institution have achieved their educational goals. It refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign. Academic intelligence is a typically defined by conventional definition and tests, consisting of general ability and related abilities. The student's grasp of academic subjects heavily influences his or her capacity to express their personality and to engage in rich and sophisticated social interactions. Achievement includes student aptitude and performances, it is multifaceted, it is closely connected to human development and progress; and it reflects the full kid.

## Area of Studies

In different area & also in practical life also the Emotional Intelligence has its own importance but it is present in sufficient quantity in every student it is not necessary. In those students who possess high level of Emotional Intelligence can to face life problem easily and are successful in their live and those who possess learnt ability has to face a lot of problem in their life. To study the area where improvement are required to increase the Emotional Intelligence so many research work has been done.

"Imagination is more important than knowledge."

.....Albert Einstein

## Review of Literature

### Emotional Intelligence

Bechara, Tranel, & Damasio, (2000) : All of the key elements of emotional intelligence that are present in all models have been validated by affective neurology research. One universal component of emotional intelligence can recognize others' emotion. The amygdale is crucial for identifying emotions in facial expressions and determining a person's trustworthiness, according to studies of people with amygdale lesions.

Treasury Board of Canada, (2000) : They actively engage with offenders and counsel them as part of the dynamic security component of their employment. It necessitates strong interpersonal abilities, sound judgments, and alertness. It is crucial to understand how to read and interpret body personality in order to avoid potentially explosive situation.

Hedlund and Sternberg( 2000) : Consider the possibility that issue with emotional intelligence, the idea itself is not important but rather inconsistency in the conceptualization and application of constructs. They specifically object to the fact is different definitions of emotional intelligence variety from incorporating only cognitive aspects to include both cognitive factors and many more different personality qualities.

Paulhus, Lysy, & Yik, (1998); Mayer, Caruso, & Salovey, (2000): Emotional intelligence tests can be self-report, other-report, or performance-based. The self-report method encourages participants to rate how statements apply to them. Self-report measures, which rely on a person's self-understanding and self-concept, are reliable if subject's self-concept is reliable.

Goleman,( 2001) : Daniel Goleman proposed a mixed performance model that integrates individual skills and personality to appropriately influence workplace performance.

### **Operational Definition of Key Terms**

Emotional intelligence is the ability to identify, assess, and control emotions of oneself, others, and groups. It is composed of five components: self awareness, self regulation, motivation, empathy, and social skills.

**AGE-** In the present study age means secondary student's.

**SEX-** In the present study sex means secondary male and female student's.

### **Formulation of Hypothesis**

After assortment of the research the problem is formation of hypothesis for this study is essential. Correlation of the variable is expressed in the form of hypothesis. The literal meaning of hypothesis is proposition.

**According to John W. Best-** "A hypotheses is a tentative generalization, the validity of which remains to be tested. It is the most elementary stage, the hypothesis may be any hunch, guess, imaginative idea which become the basis of further investigation".

When any problem stand before the researcher he/she analysis it & suggests some possible answers. Then after he examines the truth of suggestion by exercising the research work.

**John Gattung** (1960) gave a hypothesis on mathematical base as-

**Variable-** It is such a fact for which the information is being taken.

**Unit-** It is fact to which the information can be taken.

**Value-** The qualities or result received for some variables in the unit.

The important characteristics of a good hypothesis according to MacGuigen.

### **Hypothesis of Studies**

**H<sub>01</sub>:** There will be no significant difference in religion on emotional intelligence of secondary students.

**H<sub>02</sub>:** There will be no significant difference in gender on emotional intelligence of secondary students.

**H<sub>03</sub>:** There will be no significant difference in interactional effect of religion and gender on emotional intelligence of secondary students.

### **Delimitations**

1. Class 10<sup>th</sup> students were selected only to study.
2. The students were restricted to Jiaganj city only.
3. The students of WBBSE and CBSE were taken.
4. The students from English & Bengali medium were selected.
5. In this study the Emotional Intelligence of students were taken.

## Research Methodology

In conducting an experiment the research devotes great care to the manipulation and control of variable & is the observation & the measurement of results. It is through statistical & scientific method the researcher can obtain the most convincing evidence of the effect that one variable has on another. Methodology is done using various tools for researcher in this chapter analysis about various tools.

## Universe

Universe is related to all those people & that place which is used for the research from which particular locality the samples has been taken including people as well as all other subject which has helped us in our research represents the sample.

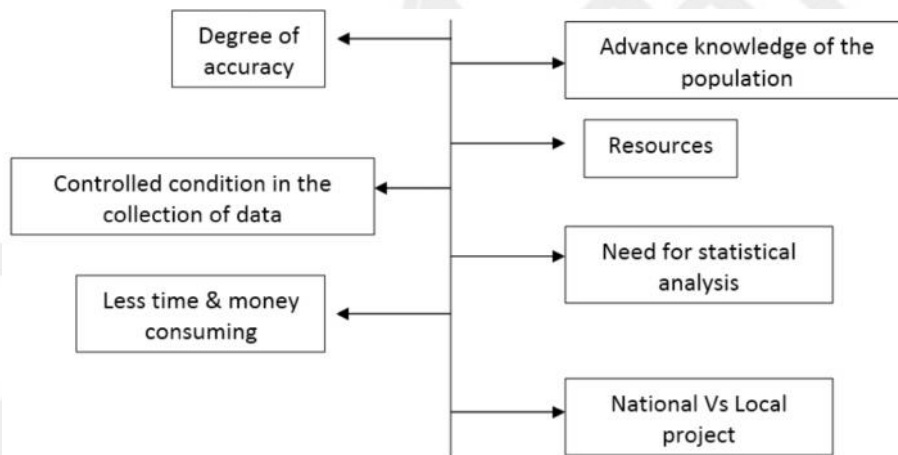
In this research the town of Jiaganj of Murshidabad district of West Bengal state has been selected. Murshidabad district is situated in West Bengal state. On the basis of sampling we can know a lot about the population of that area. Here population belongs to the group of the units. It means whole the group of units for which to take out the standard of variable is very important and compulsory is called population. For this study the population of Jiaganj city WBBSE & CBSE Students of class class 10<sup>th</sup> has been selected.

**Sample-** Sampling is that part of population in which we get the total reflection of all qualities of population. In research the sampling has its special importance. Sampling makes the research more practical & on the vision of time & money more useful.

**W.G. Kokaran:** “In every branch of Science we take the resources to study more than a fragment of the phenomenon that might advance our knowledge”.

Above definition part is taken as a sample of entire matter is considered as population. On the basis of a part the knowledge about entire matter can be given this is called sampling technique.

## Important element of good sample Nature of Representation



## Important Elements

Researcher has selected 4 school of each WBBSE and C.B.S.E. pattern as sample out of which 2 are of English medium & 2 are of Bengali medium.

In the present study the number of school & students are selected randomly. It includes 120 students in which 60 boys are of 10th class & 60 girls are of 10th class. among them 40 students are in three groups i.e. Hindu ,Muslim and Christian each.

## Statistics Used

Statistical analysis is that branch of scientific study in which on the basis of previously decided target survey and practical the categorization analysis and investigation is done. To analyze the effectiveness of hypothesis “F” score was calculated for this the formula of mean, and then test of significance were used.



## Formula for ANOVA

1. Correction =  $\frac{(\sum X)^2}{N}$
2. Total Sum of square =  $\sum X^2 - C$
3.  $SS_{\text{religion}} = \left[ \frac{(\sum X_a)^2}{N} + \frac{(\sum X_b)^2}{N} + \frac{(\sum X_c)^2}{N} \right]$
4.  $SS_{\text{sex}} = \left[ \frac{(\sum X_1)^2}{N} + \frac{(\sum X_2)^2}{N} + \frac{(\sum X_3)^2}{N} + \frac{(\sum X_4)^2}{N} + \frac{(\sum X_5)^2}{N} + \frac{(\sum X_6)^2}{N} \right]$
5.  $SS_w = \sum X^2 - SS_{\text{sex}}$
6.  $SS_{\text{student sex}} = SS - SS_{\text{religion}} - SS_{\text{student sex}}$

## Research Process

Research process concert of series of action as steps necessary to effectively carry out research and the desired sequencing of these steps the desired sequencing of these steps at times, the first step determines the nature of the last step to be undertaken. One should remember that the various steps involved in a research process are not mutually exclusive nor they are separate and distinct. The following orders concerning various steps provide a useful procedural guideline regarding the research process:

1. Formulating the research problem there are two types of research problem.
2. Those which relates to state of nature.
3. Those which relates to relationship between variables.
4. At very outset the researcher must single out the problem he wants to study, and after that examine all available literature to get himself acquainted with the selected problem.
5. **Extensive literature survey:** A brief summary of the problem should be written down for this purpose abstracting & indexing journals & published & unpublished bibliographies are given more importance.
6. **Development of working hypothesis:** Working hypothesis is tentative assumption made in order to draw out and test its logical or empirical consequences.
7. **Preparing the research design:** The research design is required to state the conceptual structure within which research would be conducted.
8. **Determined sample design:** The way of selecting samples in a definite plan from a given population.
9. Collecting the data- It includes collection of data from the population.
10. **Execution of the project:** The researcher should see that the project is executed in a systematic manner and in time.
11. **Analysis of data:** Analysis of data requires operations such as categorization application, tabulation and statistical inferences.
12. **Hypothesis testing:** The researcher test the hypothesis whether it supports the test or not. This is done by t-test. F-test
13. **Generalizations and interpretations:** After the testing of the hypothesis the research arrive at generalization i.e. to build a theory.
14. **Preparation of the report:** The overall research work is then prepared by the researcher.

## Research Design

The research design is the conceptual structure within which research is conducted it constitutes the blue print for the collection, measurement and analysis of data. The design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. Research design is needed because it facilitates the smooth sailing of the various research operations there by making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money.

A research design involves the consideration of the following factors:

1. The means of obtaining information.
2. The availability and skills of the researcher.
3. The objective of the problem.
4. The nature of the problem.
5. The availability of time and money for the research work.

Research design for present study is as below:

Gender	Hindu	Muslim	Christian	Total
Male	20	20	20	60
Female	20	20	20	60
Total	40	40	40	120

(Source: Primary Data)

### Analysis and Interpretation of Data

The procedure under taken for the processing and analysis of information obtained from the data has been presented .Information was processed according to the purpose. The bulk of information obtained from the study was subjected for quantitative treatment which involved laborious procedure has been adopted with care and caution leading to the interpretation of various statistical analyses. The next step of this study was the processing of information collected during the study to yield valid results of reliable conclusions based on the purpose for which the study was undertaken through the processing of information to substantiate or reject the hypothesis formulated prior to the study. It deals the analysis of the collected data and interpretation of the results hypothesis wise.

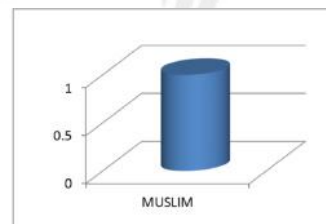
**H<sub>01</sub>:** There will be no significant difference in Religion on the Emotional Intelligence of 10<sup>th</sup> Students.

The first major hypothesis is that, "There will be no significant difference in Religion on the Emotional Intelligence of 10<sup>th</sup> Students." for the sake of convenience .The information regarding the hypothesis obtained through the various statistical application is analyses. To see the difference in Reasoning Ability of 10<sup>th</sup> Students .of different three group under reference of Hindu, Muslim and Christian group. Mean of Reasoning Ability of 10<sup>th</sup> Students group is computed and presented in table 1.1-1(A)

Table 1.1 - 1 (A): Emotional Intelligence of 10<sup>th</sup> Students .of different three group under reference of Hindu, Muslim and Christian group.

S.N	Relegion	N	Mean
1	Hindu	40	89.70
2	Muslim	40	86.55
3	Cristian	40	87.92

(Source: Primary Data)



Comparison of Mean of Emotional Intelligence of 10<sup>th</sup> Students .of different three group under reference of Hindu, Muslim and Christian group

Table 1.1-1(A) shows that the mean score of Hindu group is 89.7 mean score of Muslim group is 86.55 mean score of Christian group is 87.92.To test whether the difference in the Emotional Intelligence group are significant or not. ANOVA with 3, Emotional Intelligence group ( Hindu, Muslim, Christian ) X 2, sex (Boy & girls ),factorial design was used and F value was computed and its summary is presented in table 1.1 -1(B).

Table 1.1 - 1 (B): Summary :- analysis of variance

Source	SS	df	Mean Square	F	Sig.
<b>A. MAIN EFFECT</b>					
RELIGION	199.517	2	99.758	0.246	NS
GENDER	31785.08	1	31785.08	78.475	S
<b>B. INTERACTIONAL EFFECT</b>					
GENDER X RELIGION	1597.85	2	798.925	1.972	NS
<b>C. ERROR</b>					
SSW	46174.15	114	405.036		

From the table 1.1-1(B) it can be observed that the F- value for Emotional Intelligence is not significant (F=0.246, df=2, 114; P>0.05 ) so the hypothesis is accepted .reflects that mean score on the difference in Emotional Intelligence of 11<sup>th</sup> Students .of different three group under reference of hindu, muslim and Christian group don't differ significantly.

That is there would be no significant effect of the difference in Reasoning Ability of 10<sup>th</sup> Students .of different three group under reference of hindu, muslim and Christian group is accepted .

**Result:** There will be no significant difference in Religion on the Emotional Intelligence of 10<sup>th</sup> Students.

**H<sub>02</sub>:** There will be no significant difference in Gender on the Reasoning Ability of 10<sup>th</sup> Students.

The second major hypothesis is that, "There will be no significant difference in Gender on the Reasoning Ability of 10<sup>th</sup> Students." for the sake of convenience .The information regarding the hypothesis obtained through the various statistical application is analyses. To see the difference in Emotional Intelligence of 10<sup>th</sup> Students .of different two group under reference of male and female group .

Mean of Emotional Intelligence of 10<sup>th</sup> Students group is computed and presented in table 1.2-1(A)

Table 1.2 - 1 (A): Emotional Intelligence of 10<sup>th</sup> Students of different two group under reference of male and female group.

S.N	Gender	N	Mean
1	Male	60	071.68
2	Female	60	104.03

(Source: Primary Data)

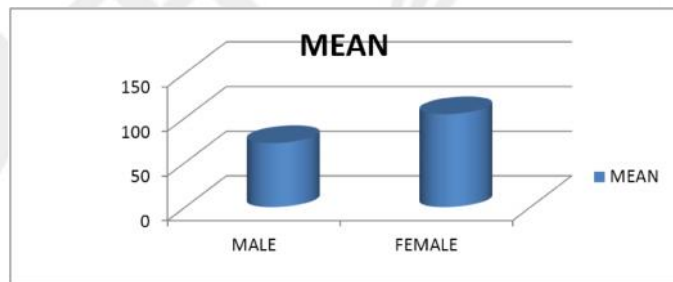


Table 4.2-1(A) shows that the mean score of male group is 71.68 mean score of female group is 104.03. To test whether the difference in the Emotional Intelligence group are significant or not ANOVA with 3, Emotional Intelligence group ( Hindu, Muslim, Christian ) X 2, gender group ( Boy & girls) ,factorial design was used and F value was computed and its summary is presented in table 1.1-1(B).

From the table 1.1-1(B) it can be observed that the F- value for Reasoning Ability is significant (F=78.47, df=1, 114; P<0.05 ) i.e. our result is significant thus our hypothesis can not be accepted reflects that mean score on the difference in Emotional Intelligence of 10<sup>th</sup> Students .of different three group under reference of hindu, muslim and Christian group don't differ significantly.

That is there would be no significant effect of the difference in Emotional Intelligence of 10<sup>th</sup> Students of different three group under reference of hindu, muslim and Christian group is accepted .

**Result:** There is significant difference in Gender on the Emotional Intelligence of 10<sup>th</sup> Students.

**H<sub>03</sub>:** There will be no significant difference in the Interactional effect of Religion And Gender on the Emotional Intelligence of 10<sup>th</sup> Students. The third hypothesis is that, "There will be no significant difference in the Interactional effect of Religion And Gender on the Reasoning Ability of 10<sup>th</sup> Students." for the sake of convenience. The information regarding the hypothesis obtained through the various statistical application is analyses.

To test whether the difference in the Reasoning Ability group are significant or not ANOVA with 3, Reasoning Ability group ( Hindu, Muslim, Christian ) X 2, gender group (Boy & girls), factorial design was used and F value was computed and its summary is presented in table 1.1 -1(B).

From the table 4.1-1(B) it can be observed that the F- value for Emotional Intelligence is not significant (F=1.97, df=2, 114; P>0.05) i.e. our result is not significant thus our hypothesis can be accepted reflects that mean score on the difference in Emotional Intelligence of 10<sup>th</sup> Students .of different three group under reference of hindu, muslim and Christian group don't differ significantly.

That is there would be no significant effect of the difference in Emotional Intelligence of 10<sup>th</sup> Students of different three group under reference of hindu, muslim and Christian group is accepted.

**Result:** There is significant difference in Emotional Intelligence of 10<sup>th</sup> Students .of different two group under reference of male and female group.

**Result and Discussion:** For the verification of the hypotheses, data's were collected from the sample and analysis was done by finding the mean, standard deviation and ANOVA. On the basis of F-ratio the significance of the hypothesis was interpreted and conclusions were drawn for the problem.

**H<sub>01</sub>:** There will be no significant difference in Religion on the Emotional Intelligence of 10<sup>th</sup> Students.

To test whether the difference in the Emotional Intelligence group are significant or not ANOVA with 3, Emotional Intelligence group ( Hindu, Muslim, Christian ) X 2, sex (Boy & girls), factorial design was used and F value was computed and its summary is presented in table 1.1 -1(B).

From the table 1.1-1(B) it can be observed that the F- value for Emotional Intelligence is not significant (F=0.246,df=2, 114; P>0.05) reflects that mean score on the difference in Emotional Intelligence of 10<sup>th</sup> Grade Students .of different three group under reference of hindu, muslim and Christian group don't differ significantly.

That is there would be no significant effect of the difference in Emotional Intelligence of 10<sup>th</sup> Students of different three group under reference of hindu, muslim and Christian group is accepted.

**Result:** There is no significant effect of the difference in Emotional Intelligence of 10<sup>th</sup> Students .of different three group under reference of hindu, muslim and Christian group.

**H<sub>02</sub>:** There will be no significant difference in Gender on the Reasoning Ability of 11<sup>th</sup> Grade Students.

To test whether the difference in the emotional intelligence group are significant or not. ANOVA with 3, Reasoning Ability group ( Hindu, Muslim, Christian ) X 2, gender group (Boy & girls),factorial design was used and F value was computed and its summary is presented in table 1.1 -1(B).

From the table 1.1-1(B) it can be observed that the F- value for Reasoning Ability is significant (F=78.475, df=1, 114; P<0.05) i.e. our result is significant thus our hypothesis can not be accepted reflects that mean score on the difference in Reasoning Ability of 10<sup>th</sup> Students of different three group under reference of hindu, muslim and Christian group don't differ significantly. That is there would be no significant effect of the difference in Emotional Intelligence of 10<sup>th</sup> Students .of different three group under reference of hindu, muslim and Christian group is accepted.

Our study is same as result given by

**Result:** There is significant difference in Emotional Intelligence of 10<sup>th</sup> Students of different two group under reference of male and female group.



**H<sub>03</sub>:** There will be no significant difference in the Interactional effect of Religion And Gender on the Emotional Intelligence of 11<sup>th</sup> Grade Students.

To test whether the difference in the emotional intelligence group are significant or not. ANOVA with 3, Emotional Intelligence group ( Hindu, Muslim, Christian ) X 2, gender group (Boy & girls), factorial design was used and F value was computed and its summary is presented in table 1.1 -1(B).

From the table 1.1-1(B) it can be observed that the F- value for Emotional Intelligence is not significant (F=1.972, df=2, 114; P>0.05) i.e. our result is not significant thus our hypothesis can be accepted reflects that mean score on the difference in Emotional Intelligence of 10th Students .of different three group under reference of hindu, muslim and Christian group don't differ significantly. That is there would be no significant Interactional effect of Religion And Gender on the Emotional Intelligence of 10th Students of group is accepted.

**Result:** There is no significant difference in the Interactional effect of Religion And Gender on the Emotional Intelligence of 11<sup>th</sup> Grade Students.

## CONCLUSION

School has a strong impact on the personality of the students education is not confined to the four walls of classroom or two the limit of the school campus. In the light of the analysis and inter relation of the data the researcher has drawn appropriate conclusion from the result obtained.

1. There is no significant effect of the difference in Emotional Intelligence of 10th Students .of different three group under reference of hindu, muslim and Christian group.
2. The Emotional Intelligence of 11th grade student's of male group is lower than female group.
3. There is significant difference in Emotional Intelligence of 10th Students .of different two group under reference of male and female group.
4. There is no significant difference in the Interactional effect of Religion And Gender on the Emotional Intelligence of 10<sup>th</sup> Grade Students.

## Educational Implication

The appropriateness and usefulness of the present study can be only if its findings can draw the attention of teachers, teacher educators, administrators, supervisors, guardians as well as students .In bringing about the expected and desired results among the students in relation to religion and sex. Findings related with the effect of emotional intelligence.

The Educational Implications of EI to employment and educational settings are not reluctant to suggest how leaders should be chosen, how children should be raised, and how school curricula should be developed.

Findings of the present study can be of use for the teachers to changes their traditional techniques for adopting such teaching –learning strategies as to foster emotional intelligence and develop acquisition of cognitive aspect of mathematical concept.

Findings of this study are useful for guardians as well as pupils. Parents can motivate their children to learn and develop emotional intelligence and acquisition of cognitive aspect of mathematical concept.

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