

Emotional Intelligence among Under Graduate students

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Abstract

Are women students more emotionally intelligent than men? Today it is widely believed, among the general public and academics alike, that the female gender is linked with better knowledge of emotions. Is this notion correct or yet another stereotype in Indian context? To address this question, the study aimed to study the level of emotional intelligence (EI) among male and female under graduate students, as assessed using the “Emotional intelligence scale (EIS) constructed and standardized by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014) is considered. A new perspective was taken in this research by controlling for age, which is one of the principal socio demographic characteristics that interacts with gender as well as EI, in order to clarify how gender affects EI. Results showed that the gender differences reported for EI and its components asserting that female have greater level of EI and its components: Understanding emotions, Understanding motivation and Empathy except handling relations component of EI. The significance of the above findings for the wellbeing of undergraduate students is discussed.

Keyword: Understanding emotions, Understanding motivation and Empathy, Handling relations, EI and College students.

Introduction

Emotional Intelligence (EI) is considered an important trait for students to attain success in the classroom and outside. Emotional intelligence among students helps them become more confident learners as they can develop proficient communication skills.

Thus, creating an environment that is conducive to handle themselves and their emotions efficiently and also is able to better perform in the classroom. Not only that they are also able to connect more with their classmates and better understand them.

An emotionally intelligent child is capable of identifying his/her emotions, assessing them and thus in a better position to control them and finally convey them. All these make the child capable of making better decisions, solving challenges and being articulate.

Adolescence is a period of stress and strain, storm and strife, which is true. It is a period of transition from late childhood to adolescence. During this period, the teenagers go through a process of change which calls for emotional and social adjustment that becomes a challenge. The adolescent is left to him/her to establish his/her identity or get into role-confusion, as Eric Erikson puts it. If not guided, the adolescent will get into aggression that will force him/her to be a delinquent child who will go for drug addiction, substance abuse, sex involvement, displaying homicidal and suicidal tendencies. The root of such acts is emotional disturbances, lack of intra cum inter personal relationship, unhappy interactions with the peers and teachers in school. Gender specific qualities determine the level of intelligence, Emotional intelligence (EI) has proven to be a significant influence in different areas of everyday life (Fernández-Berrocal, Cabello, Castillo, & Extremera, 2012). Jordan and Troth (2002) defined EI as a construct that involves the individual's capacity to monitor and control their own and others' emotions, their ability to distinguish between positive and negative effects of emotions, and the capability to use emotional information to monitor thinking and actions. Even though everyone is emotionally intelligent, studies have shown that females demonstrate a higher degree of EI than males do (Joseph & Newman, 2010). The present study has been designed to look at this difference, both as a measure of overall EI and its components.

Method

Aim: To study the Emotional intelligence among under graduate students.

Objectives

- 1) To find out the level of emotional intelligence of under graduate students.
- 2) To find out the gender difference in the level of Emotional intelligence among under graduate students
- 3) To find out the gender difference in the level of Understanding Emotions component of EI among under graduate students
- 4) To find out the gender difference in the level of Understanding Motivation component of EI among under graduate students
- 5) To find out the gender difference in the level of Empathy component of EI among under graduate students
- 6) To find out the gender difference in the level of Handling relations component of EI among under graduate students

Hypotheses

- 1) There is no significant gender difference in the level of Emotional intelligence among under graduate students
- 2) There is no significant gender difference in the level of Understanding Emotions component of EI among under graduate students
- 3) There is no significant gender difference in the level of Understanding Motivation component of EI among under graduate students
- 4) There is no significant gender difference in the level of Empathy component of EI among under graduate students
- 5) There is no significant gender difference in the level of Handling relations component of EI among under graduate students

Research Design

Descriptive casual comparative research design is used

This research compares the emotional intelligence of under graduate students studying in B. A., B.Sc., B.Com., this research attempts to understand if there is any gender difference in their emotional intelligence and its components i, e., Understanding emotions, Understanding motivation, Empathy and Handling relations.

Participants

The sample for this study consisted of 160 undergraduate Government and Private college students of Rural area (80 males and 80 females) falling in the age group of 18-25 years, that is, the sample comprised of a total of 160 undergraduate college students from Rural area from Hassan District, Mysore District of Karnataka state. The State Government and private colleges which were affiliated to University of Mysore had semester system Bachelor degree courses in Science streams, i.e. B.Sc (Bachelor of Science), B.Com (Bachelor of Commerce) and B.A. (Bachelor of Arts).

Inclusion criteria:

- Youth in the age group of 18-25 years were selected.
- Both male and female students were included.
- All three-year undergraduate college students.
- Students from Arts, Commerce and Science, streams.
- Government colleges affiliated to University of Mysore were considered.

Measures:

Semi-structured Interview schedule: The Semi-structured Interview schedule was designed by the researcher to elicit the biographical and other relevant details of the participants

Emotional intelligence scale (EIS) constructed and standardized by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014). It consists of 31 items in total in the scale and all items are into four areas (1) Understanding Emotions, (2) Understanding Motivation, (3) Empathy, (4) Handling Relations. The scale can be administered on 12 years and above aged student. The reliability (test-retest method) of the scale

is 0.86 alfa coefficient and it is significant at 0.01 level. The concurrent validity of the scale is 0.86 and significant at 0.01 level.

Statistical Procedure:

Keeping in view the objectives of the present study, descriptive statistical procedures such as Mean, Standard deviation and Graphical representations etc. to find out the significant mean differences on the level of emotional intelligence an independent sample t test was calculated.

Analysis of results and Discussion

Keeping in view the objectives of the present study, descriptive statistical procedures, an independent sample t test was calculated and the results were analyzed and discussed in this chapter.

Emotional Intelligence scale was used to operationalize the level of emotional intelligence in the sample through Understanding emotions, Understanding motivation, Empathy and Handling relations. In order to understand the level of Emotional intelligence a descriptive statistics i. e Mean, Standard deviation and Graphical representations were used and discussed and to understand the gender difference on the emotional intelligence an independent sample t test was used and the analyzed the results in the following section.

(Hypothesis 1: There is no significant gender difference in the level of Emotional intelligence among graduate students.)

Table 1 Shows the N, Mean and Standard Deviation and t ratio on Emotional Intelligence of male and female graduate Students.

Group	A total Scores on Emotional Intelligence				
	N	Mean	SD	T	P
A total Scores on Male	80	22.00	5.23	4.16	.00
Emotional Intelligence	80	24.81	3.01		
Female					
Total	160				

Graph 1: Shows the gender difference on the total score on Emotional Intelligence of Under Graduate Students.

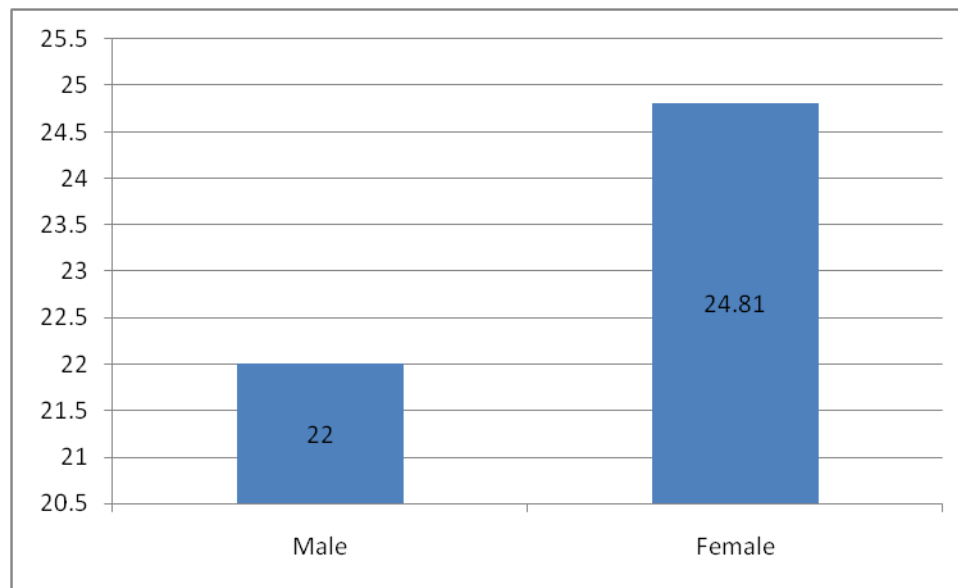


Table 1 shows the mean score and standard deviation, t ratio on the level of Emotional intelligence of Under Graduate students. Female under Graduate students have obtained a greater mean score ($M=24.81$, $SD=3.01$) on Emotional intelligence compared to Male under Graduate students ($M=22.0$, $SD=5.23$). Figure 1 also shows the mean difference of male and female Under Graduate students. It is shown that female under Graduate students have shown a greater level of emotional intelligence compared to male under graduate students. In comparing the significant mean difference between male and female under Graduate students on the level of emotional intelligence an independent sample t test is calculated and the obtained $t(158) = 4.16$, $p < .01$. This indicates that there is a significant difference in the level of emotional intelligence between male and female under graduate students hence the results are not according to the hypothesis 1 “There will be no significant difference in the level of emotional intelligence between male and female under graduate students” is not accepted and it is clear that female under graduate students have shown a greater mean score on emotional intelligence compared to male under graduate students.

Supporting to the current finding a study conducted by Štiglic, Cilar, Novak, Vrbnjak, Stenhouse, Snowden & Pajnkihar (2018) found the emotional intelligence was higher in Under Graduate than engineering students, and slightly higher in women than men. Molaie, Asayesh, & Ghorbani (2012) found significant difference ($P=0.03$) between Females’ emotional intelligence and males. Female medical students have higher scores in their self

control, self awareness and social awareness compared to male medical students. Venkatappa et, al., (2012) found the Emotional Intelligence was significantly high in females compared to males. The reason might be due to the fact that women tend to be more emotionally expressive than men and understand emotions better.

(Hypothesis 2: There is no significant gender difference in the level of Understanding Emotions component of EI among under graduate students)

Table 2 Shows the N, Mean and Standard Deviation and t ratio on Understanding Emotions component of Emotional Intelligence of male and female Under Graduate Students.

Group	A total Scores on Understanding Emotions component				
	N	Mean	SD	T	P
A total Scores on Understanding Emotions component Male	80	2.49	1.22	6.02	.001
Female	80	3.40	.58		
Total	160				

Graph 2: Shows the gender difference on the total score on Understanding Emotions component of Emotional Intelligence of Under Graduate Students.

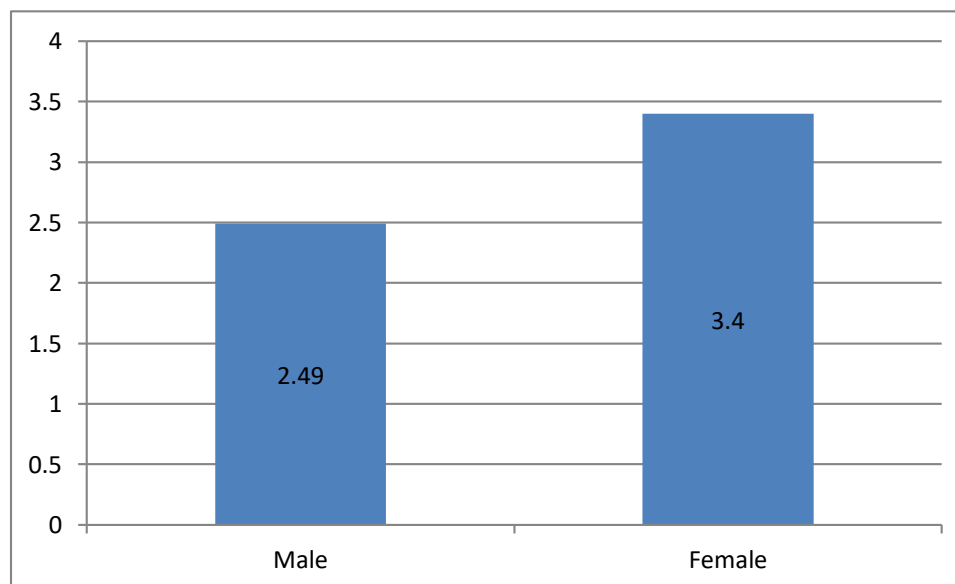


Table 2 shows the mean score and standard deviation, t ratio on the level of understanding emotions of under

Graduate students. Female under Graduate students have obtained a greater mean score ($M=3.4$, $SD=0.5$) on understanding emotions of EI compared to male under Graduate students ($M=2.49$, $SD=1.22$). Figure 2 also shows the mean difference of male and female Under Graduate students. It is shown that female under graduate students have shown a greater level of emotional intelligence compared to male under graduate students. In comparing the significant mean difference between male and female under graduate students on the level of emotional intelligence an independent sample t test is calculated and the obtained $t(158) = 6.02$, $p < .01$. This indicates that there is a significant difference in the level of emotional intelligence between male and female under graduate students hence the results are not according to the hypothesis 1 “There will be no significant difference in the level of understanding emotions of EI component between male and female under graduate students” is not accepted and it is clear that female under graduate students have shown a greater mean score on understanding emotions of EI compared to male under graduate students.

In supporting to the current finding a study conducted by Katyal & Awasthi (2005) revealed that Girls were found to have higher emotional intelligence than that of boys. In supporting to the current finding a study conducted by Bosacki, S. L. (2007) found a Significant negative correlations between both girls' and boys' physical self-concept and emotion understanding. Content analyses of interview responses showed that for both girls and boys, emotion understanding responses contained greater references to physical and behavioral terms, and their self-agency responses contained more references to the self than others. Positive relations between emotion understanding and self-understanding were significant for girls only.

(Hypothesis 3: There is no significant gender difference in the level of understanding motivation component of EI among under graduate students)

Table 3 Shows the N, Mean and Standard Deviation and t ratio on Understanding Motivation component of Emotional Intelligence of male and female Under Graduate Students.

Group		A total Scores on Understanding Motivation component				
		N	Mean	SD	T	P
A total Scores on Understanding Motivation component	Male	80	4.90	2.11	3.74	.001
	Female	80	5.96	1.40		
Total		160				

Graph 3: Shows the gender difference on the total score on Understanding Motivation component of Emotional Intelligence of Under Graduate Students.

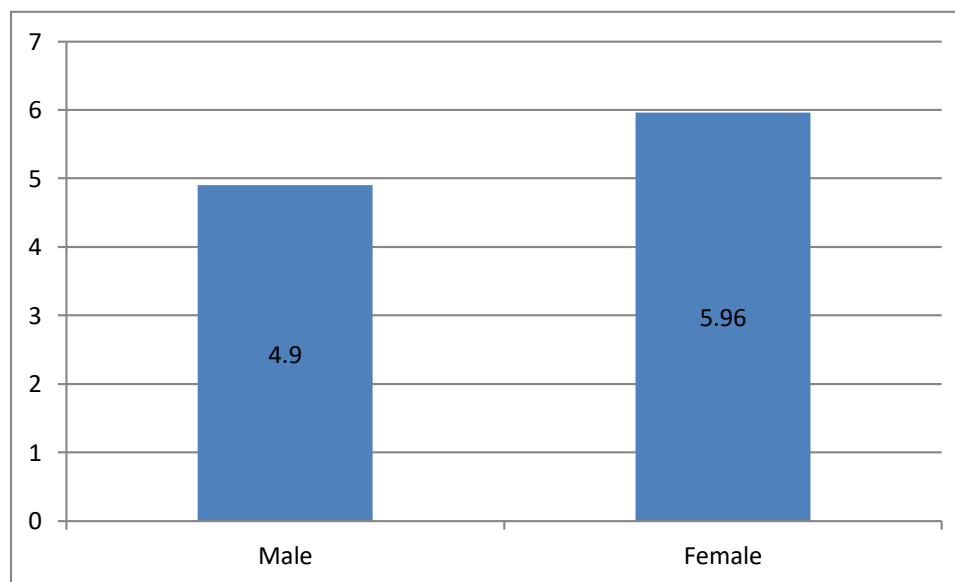


Table 3 shows the mean score and standard deviation, t ratio on the level of Understanding Motivation component of Emotional intelligence of Under Graduate students. Female Under Graduate students have obtained a greater mean score ($M=5.96$, $SD=1.40$) on Understanding Motivation component of Emotional intelligence compared to male under graduate students ($M=4.90$, $SD=2.11$). Figure 3 also shows the mean difference of male and female Under Graduate students on understanding motivation component of EI. It is shown that female under graduate students have shown a greater level of understanding motivation component of emotional intelligence compared to male under graduate students. In comparing the significant mean

difference between male and female under graduate students on the level of understanding motivation component of emotional intelligence an independent sample t test is calculated and the obtained $t(158) = 3.74$, $p < .01$. This indicates that there is a significant difference in the level of understanding motivation component of emotional intelligence between male and female under graduate students hence the results are not according to the hypothesis 3 “There is no significant gender difference in the level of understanding motivation component of EI among under graduate students” is not accepted.

In supporting to the current finding a study conducted by Lauderdale, Yli-Piipari, Irwin, & Layne (2015) revealed a significant gender difference, with males responding more positively concerning intrinsic motivation compared to female. Supporting to the current finding a study conducted by Elmquist et al., (2016) showed that sport science students perceive their physical health status as fair and they are involved in diverse physical activities with no significant gender differences.

(Hypothesis 4: There is no significant gender difference in the level of Empathy component of EI among Under Graduate students)

Table 4 Shows the *N*, Mean and Standard Deviation and *t* ratio on Empathy component of Emotional Intelligence of male and female Under Graduate Students.

Group	A total Scores on Empathy component				
	<i>N</i>	Mean	SD	T	P
A total Scores on Empathy component Male	80	7.03	1.90	2.79	.006
Female	80	7.78	1.46		
Total	160				

Graph 4: Shows the gender difference on the total score on Empathy component of Emotional Intelligence of Under Graduate Students.

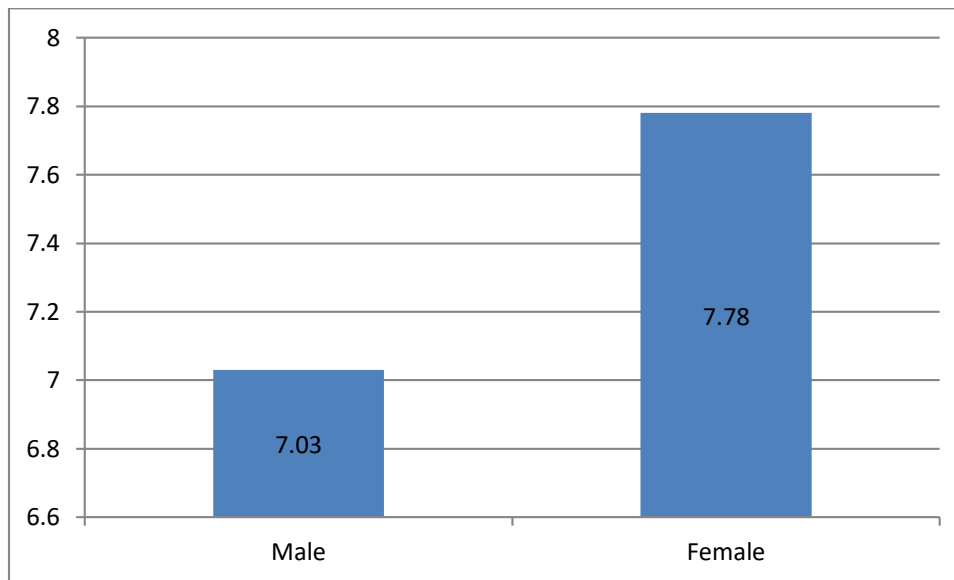


Table 4 shows the mean score and standard deviation, t ratio on the level of Empathy component of Emotional intelligence of Under Graduate students. Female under graduate students have obtained a greater mean score ($M=7.78$, $SD=1.46$) on Empathy component of Emotional intelligence compared to male under graduate students ($M=7.03$, $SD=1.90$). Figure 4 also shows the mean difference of male and female under graduate students on empathy component of EI. It is shown that female under graduate students have shown a greater level of empathy component of emotional intelligence compared to male under graduate students. In comparing the significant mean difference between male and female under graduate students on the level of empathy component of emotional intelligence an independent sample t test is calculated and the obtained t (158) = 2.79, $p < .01$. This indicates that there is a significant difference in the level of empathy component of emotional intelligence between male and female under graduate students hence the results are not according to the hypothesis 4 “There is no significant gender difference in the level of Empathy component of EI among Under Graduate students” is not accepted. It evident that female undergraduate students have shown a greater level of empathy compared to male undergraduate students.

In contradictory to the current finding, a study conducted by Strekalova, Kong, Kleinheksel & Gerstenfeld (2019) showed no differences between male and female students in the level of empathic responses. In contradictory to the current finding a study conducted by Becker & Sands (1988) reported that the Male students scored significantly lower than female Under Graduate students on Empathy.

(Hypothesis 5: There is no significant gender difference in the level of Handling relations component of EI among under graduate students)

Table 5 Shows the *N*, Mean and Standard Deviation and *t* ratio on Handling relations component of Emotional Intelligence of male and female Under Graduate Students.

Group	A total Scores on Handling relations component				
	<i>N</i>	Mean	SD	T	P
A total Scores on Handling relations component Male	80	7.59	1.11	0.06	.94
Female	80	7.60	1.16	NS	
Total	160				

Graph 5: Shows the gender difference on the total score on Handling relations component of Emotional Intelligence of Under Graduate Students.

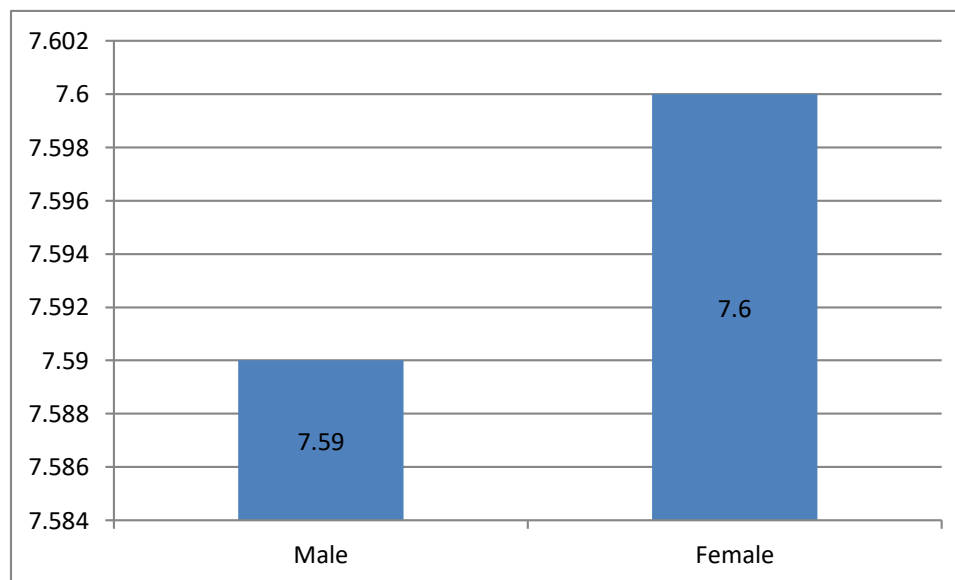


Table 5 shows the mean score and standard deviation, *t* ratio on the level of Handling relations component of Emotional intelligence of Under Graduate students. Female under graduate students have obtained a greater mean score ($M=7.6$, $SD=1.16$) on handling relations component of emotional intelligence compared to male under graduate students ($M=7.59$, $SD=0.06$). Figure 5 also shows the mean difference of male and female under graduate students on handling relations component of EI. It is shown that female

under graduate students have shown a greater level of handling relations component of emotional intelligence compared to male under graduate students. In comparing the significant mean difference between male and female under graduate students on the level of handling relations component of emotional intelligence an independent sample t test is calculated and the obtained $t(158) = 0.06, p > .01$. This indicates that there is a significant difference in the level of handling relations component of emotional intelligence between male and female under graduate students hence the results are according to the hypothesis 5 “There is no significant gender difference in the level of Handling relations component of EI among under graduate students” is accepted. Asserting to the current findings a study done by Ahmad, Bangash, & Khan, (2009) found a significant Gender difference on Emotional Quotient Inventory reveals that Males have high emotional intelligence as compare to females.

Conclusions:

- There is a gender difference in the level of Emotional intelligence among Under Graduate students
- Female under graduate students have shown a greater level of emotional intelligence compared to male under graduate students
- There is a gender difference in the level of Understanding Emotions component of EI among Under Graduate students
- Female under graduate students have shown a greater level of Understanding Emotions of emotional intelligence compared to male under graduate students
- There is a gender difference in the level of understanding motivation component of EI among Under Graduate students
- Female under graduate students have shown a greater level of understanding motivation of emotional intelligence compared to male under graduate students
- There is a gender difference in the level of Empathy component of EI among Under Graduate students
- Female under graduate students have shown a greater level of Empathy component of emotional intelligence compared to male under graduate students
- There is no significant gender difference in the level of handling relations component of EI among under graduate students

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