



Assessing the Emotional Intelligence level of college students: A Gender based comparison

Dr. Megha Jain,

Asst Professor, Shri Vaishnav Institute of Management, Indore

jainmegha2204@gmail.com, 9424584707

Dr. Kavita Jain

Associate Professor, Shri R.G. P. Gujarati Professional Institute, Indore

Kavita.6622@gmail.com, 6260747570

Abstract

Human activities are energized by certain internal and external stimuli, which contribute towards career development and learning. One of such factors is emotional intelligence. Emotional intelligence is one's knack of identification using and regulating emotions. Investigators have established that instructional outcomes are affirmatively associated with emotional intelligence. Numerous studies have been carried out on the differentiation of emotional intelligence of the learners, particularly at graduate and postgraduate levels. This study is an attempt to investigate emotional intelligence of the university students. Since there are differences in the findings of various studies in terms of gender; therefore, this study also considers exploring the discrepancy of the emotional cognizance of the male and female learners at university level. The Sample comprised of 188 college students. The data was analyzed by calculating mean, SD and t-test. The Result revealed that the male and female students do not have significantly differed on their emotional intelligence.

Keywords: Emotional intelligence, Gender differences, College Students.

Introduction

In everyday life, emotions play a very important role in deciding the behavior of human beings and how they react in various situations. The capacity of recognizing our own feelings and those of the others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships assumes great importance in our

lives. The ability to monitor feelings from moment to moment is crucial for psychological insight and self-understanding one can develop required skills using general intelligence so as to bring success in life. Positive emotions provide quality to life and help to manage emotional problems and disturbances.

Adjusting oneself to the environment is called intelligence. This change depends on the society and culture. Everyday experiences create this ability by using reflective thinking for improving learning determined that intelligence is a psychobiological ability to process data that can be used in a social background so that problems may be resolved. Emotional intelligence means being intelligent about feelings and sentiments. Emotions play an important role in our everyday life. It plays part in the interactions and success in day to day life. Emotional intelligence helps emotional firmness and learners at the university level or higher degree institutions are expected to be more firm and enthusiastically gifted.

Emotional intelligence is a contributing construct to learning and other personal and career developments. It is a perplex notion involving many conceptions which resulted in various tools of emotional intelligence. University education is a terminal stage when young people are ready to enter the job arena and are expected to be emotionally sound. Numerous studies have been carried out on the differentiation of emotional intelligence of the learners, particularly at graduate and post-graduate levels. This study is an attempt to investigate emotional intelligence of the university students. Study on emotional intelligence is developing as an important construct in the education field. This construct influences the performance of students. It is a matter of common observation that some persons are less intelligent and they succeed in life better than those who are highly intelligent. Here the construct of emotional intelligence arises. This research study aimed to explore the difference in emotional intelligence on gender basis. University education provides a platform to the young students to enter successfully into the job market. Predictably, a few emotional states are considered to be involved with gender i.e. females are considered to be emotionally more communicative whereas males to be emotionally calm and firm. Moreover girl's reach adolescent age prior to male. Therefore this study was intended to be carried out on Emotional intelligence on gender basis.

Review of literature

Ravi Kant (2019) studied the emotional intelligence among the university students to find the difference between EI on the basis of gender, locality, level of course and school of study. This survey based study used data from 200 students of a Central University. UG and PG students of were found not significantly differ from each other on Emotional intelligence.

Vandana Garg (2017), A study of emotional intelligence among tribal and non tribal adolescents. Pre-adulthood is a period amid which an adolescent realizes who he is and what he truly feels. It is a significant time for youngsters to build up their ability for compassion, conceptual thinking and future time perspective; a period

when the close and dependent associations with parents start to offer approach to more extreme relationship with peers and different adults. Adolescence is the most vulnerable stage to the emotional issues, thus teaching adolescents about emotions and how they manage others and their activities can be exceptionally useful in their day by day battles and maintaining good relationships

Huda, Abdullah Mohsen Gashoah (2016) worked to study the impact of using some teaching methods in improving emotional intelligence and educational outcome for basic educational students in science subject. The findings are as: There is positive correlation between Emotional Intelligence and Educational outcome of the control group. There is negative correlation between Emotional Intelligence and Educational outcome of the experimental group.

Jyoti Rathi (2015), A study of emotional intelligence of adolescent students in relation to the type of school. The study was conducted on one hundred adolescents (50 boys 50 girls) studying in senior secondary schools selected purposively from Sirsa district of Himachal Pradesh. Intact classes of XI and XII were taken from the two schools. For the collection of necessary information investigator used Emotional Intelligence Inventory-MEII (2004) by Dr. S.K. Mangal and Mrs. Shubra Mangal. To find the significance of difference between the various groups „t“-test was applied. Results indicated that Government and private secondary school students differ significantly on emotional intelligence but gender wise and area wise students do not differ significantly on emotional intelligence.

Ahmed (2015) developed a simple and easy to understand model of EI: the synergy model. This study suggests that EI is the synergy present in intelligence, where total intelligence is the sum of the intelligence quotient, emotional quotient, and unexplained quotient. The model shows three possible outcomes of emotional intelligence. It also suggests that the best way to understand and measure the impact of emotional intelligence is to listen, observe, and feel it.

Thilagavathy (2013) found that there is no significance difference of emotional intelligence between urban and rural teacher but significance difference exist between male and female teacher where as Gangal and Singh (2012) established that male and female, rural and urban teacher trainee do not differ significantly in reference to their emotional intelligence. The popular belief is that, women are not more emotionally intelligent than men. The challenge to determine whether emotional intelligence and gender are correlated has had mixed result. An analysis of emotional Intelligence was found in thousands of men and women which showed that women, on average, are more aware of their emotions, show more empathy, and are more adopt interpersonally.

Dubey and Ruchi (2011) examined “Emotional intelligence among undergraduate students”. The sample for the study comprised of 180 Arts stream undergraduate students of University of Allahabad. Findings of the study revealed that, female were more EI than male students. Students of general category had high EI in comparison to their counterparts belonging to other backward community (OBC) and schedule caste (SC) category. The same

was true of male students but female students belonging to general OBC and SC category do not differ from one another on EI.

Naderi et al (2008) examined intelligence and gender as predictors of academic achievement among undergraduate students. Sample of the study consisted of 153 (105 males & 48 females) Iranian undergraduate students studying in Malaysian Universities. Their ages ranged from 18-27 years for females and 19-27 for males. For collection of data Cattell Culture Fair Intelligence Test (CFIT-3a) developed by R.B.Cattell was used to evaluate intelligence. Cumulative Grade Point Average (CGPA) was used as a proxy of academic achievement. SPSS statistical programme was used to analyze the data. Findings showed a lower correlation between independent variable (score of intelligence & gender) and academic achievement.

Objective of the Study

To study the Emotional Intelligence level of male and female students in colleges

Hypotheses

H₀: There is no significant difference in Emotional Intelligence level of male and female students in colleges

Research Methodology:

Research type: Exploratory

Universe: College Students

Sampling unit: Male and Female students of colleges.

Sample size: 188 students (Male-77, Female-111)

Tool for data collection:

Scale of Emotional Intelligence has been used for data collection which was developed by Anukool Hyde, Sanjyoth pethe, and Upinder dhar in 2002.

Tool for data analysis: In this study, after collecting the data, the raw scores are tabulated and analyzed through appropriate statistics tools with the help of SPSS Independent t-test

Results and Discussion

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
EI	1	77	131.14	13.350	1.521
	2	111	133.32	12.659	1.202

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
EI Equal variances assumed	1.317	.253	-1.136	186	.257	-2.181	1.920	-5.969	1.606
			-1.125	157.926	.262	-2.181	1.939	-6.011	1.648

Since $p=.253$ which is more than .05 which means that null hypothesis is accepted. Therefore, H_0 (There is no significant difference in Emotional Intelligence with respect to gender among students of colleges) is accepted.

It means that male and female students have no variations in their emotional levels. Their emotional Intelligence level is same. We all assume that women are more emotionally intelligent, perhaps because women tend to express emotions more than men. However, in the millions of people who have taken emotional intelligence assessments worldwide, men and women have been shown to be equally emotionally intelligent.

Conclusion

The male and female students do not have significantly differed on their emotional intelligence. Gender do not significantly influence on various dimensions of emotional intelligence namely, identification of emotions, assimilation of emotions, understanding of emotions and regulation of emotions

References

- Suresh Aggrawal & Manoj Saxena**, “A comparative study of emotional intelligence of undergraduate students”, Scholarly Research journal for interdisciplinary studies, September 2012, Vol 01, Issue 2
- Asghar Ali, Nadia Saleem and Nida Rahman**, “Emotional Intelligence of University Students: Gender Based Comparison”, Bulletin of Education and Research, April 2021, Vol. 43, No.1 pp. 255-265
- Pooja Verma, Dr. Pubalin Dash**, “Gender and Emotional Intelligence of Collage going students”, September 2014 The International Journal of Indian Psychology, Volume 1, Issue 4
- Garg Vandana** , “A study of emotional intelligence among tribal and non tribal adolescents “ International Journal of Research in Social Sciences Vol. 7 Issue 12, December 2017.
- Rathi, J.**, “A study of emotional intelligence of adolescent students in relation to the type of school” International Journal of Applied Research 2015; 1(13): 456-458.
- Shelly Jain, Prof. Kalika Yadav**, “Comparative Study of Emotional Intelligence of Tribal Adolescents of Eklavya Model Residential Schools of Madhya Pradesh boys and girls”, January 2019, International Journal of Research in Social Sciences Vol. 9 Issue 1
- Umadevi, L**, A study of emotional intelligence of the adolescents. Journal of Community Guidance & Research, 2013 30 (2), 197-208.
- Dubey, R**, “Emotional intelligence and academic motivation among adolescents: A relationship study” 2012 Zenith International Journal of Multidisciplinary Research, 2 (3), 142-147.
- Bhadouria, Preeti**. “A study of personality and emotional intelligence and its effect on academic achievement of high school students” 2014 Retrieved from <http://hdl.handle.net/10603/111175>.
- Dr. Anjali Sharma, Pinku**, “A study of Emotional Intelligence in Relation to Academic Achievement, Gender and Locality”, July 2017, International Journal of Engineering Technology Science and Research, Volume 4, Issue 7
- Arvind Kumar**, “A study of emotional intelligence among university students: personal and social competence”, September 2020, International Journal of Creative Research Thoughts, Volume 8, Issue 9
- Anukool Hyde, Sanjyoth pethe, and Upinder dhar** in 2002 Scale on Emotional Intelligence ,Vedant Publications.
- Asghar Ali, Nadia Saleem and Nida Rahman**, “Emotional Intelligence of University Students: Gender Based Comparison”, Bulletin of Education and Research, April 2021, Vol. 43, No.1 pp. 255-265

Mokhlesi and Patil, A Study of Gender Differences in Emotional Intelligence and Learning Behaviour among Children, The International Journal of Indian Psychology ,Volume 6, Issue 4, October-December, 2018

Suresh Aggrawal & Manoj Saxena, “A comparative study of emotional intelligence of undergraduate students”, Scholarly Research journal for interdisciplinary studies, September 2012, Vol 01, Issue 2

