

## DIFFERENCE IN EMOTIONAL INTELLIGENCE OF UNDER-GRADUATE STUDENTS IN RELATION TO GENDER

\*<sup>1</sup>Manzoor Ahmad Parray & <sup>2</sup> Jan jahanger

<sup>1</sup>M. Phil. Research scholar, University Institute of Education, SBBS University, Jalandhar, Punjab, India.

<sup>2</sup>P. hd. Research scholar, School of Education, Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh, India.

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**ABSTRACT:** *The purpose of this study was to study the emotional intelligence of under-graduate students of Kashmir division of Jammu and Kashmir in relation to gender. For the purpose a sample of 400 (90 as High Emotional Intelligence group, 148 as Average Emotional Intelligence group and 78 as Low Emotional Intelligence group) under-graduate students was collected from the university of Kashmir and its affiliated colleges by using probability sampling techniques. The sample was further divided into divisions of 200 males & 200 females. The tool used for data collection was Emotional Intelligence Scale (EIS) constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002). For this study the statistical tools used were Mean, Standard Deviation and t-test. The findings of the study reveal that there is no significant difference in emotional intelligence of male and female students.*

**Key Words:** *Under graduate students, Emotional intelligence, male and female students*

### INTRODUCTION

Emotions refer to positive and negative feelings that are produced by particular situations. Emotions are ultimately associated with feelings. If we suppress our feelings, it leads to abnormal behavior across the life span (Plutchik, 2000). So it is very necessary to express the feelings for 'our well-being. But it is very important and difficult to express the emotions in proper manner. It is the ability or skill to understand one's own emotions and that of others, and to deal effectively with them, more specifically it is called as 'emotional intelligence'. Emotional intelligence (EI) is a relatively new field of research in the Indian context. The merging of emotion and intelligence as a cognitive ability under the title emotional intelligence was formally proposed by Yale psychologist Salovey and Mayer in 1990 in the 'Journal of Imagination and Personality'. The concept was popularized by Goleman's (1995) bestselling book 'Emotional Intelligence' the cover article in the 'Time' (Gibbs, 1995) and then some other popular books. Salovey and Mayer (1990) at first used the term "Emotional Intelligence" and defined emotional intelligence as: a form of intelligence that includes the ability to display one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Later on Salovey, Mayer and Caruso (1999) had given yet another definition of emotional intelligence as "the capacity to process emotion-laden information entirely and to use it to guide cognitive actions like problem solving and to focus energy on required behavior".

Emotional intelligence includes the ability to manage emotions, compassion, empathy, awareness about self, motivating others, and managing relationships in our life circumstances. According to Mayer, Salovey, Caruso and Sitarenios (2001) emotional intelligence is the capacity to perceive accurately, evaluate, and express emotion: the capacity to comprehend emotion and emotional knowledge: and the capacity to control emotions to endorse emotional and intellectual progress and growth. Emotional intelligence suggests something having to do with the connection of emotion and cognition. According to Salovey, Bedell, Detweiler, and Mayer, (2000) adaption and managing abilities in life depend on the functional amalgamation of both rational and emotional capacities. Emotional intelligence is an extremely important ability that many individuals have accounted for their accomplishment. Goleman (1995) draws the attention of the world when he defined emotional intelligence, "as the ability to recognize and regulate emotions in ourselves and others". According to Goleman (1995) emotional intelligence is the capacity to know, manage one's own emotions, and to recognize them in others and to handle the relationships. Later, Goleman after reviewing his definition of emotional intelligence, Goleman, (1998) defined emotional intelligence as: "the

capacity for identifying our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships”.

Emotional intelligence plays an important role in shaping, directing and modifying the behavior and personality of the individual. Emotional intelligence is the vital component which gives recognition to our own feelings and those of others and to manage them in ourselves and in our relationships. Emotional intelligence promotes self-awareness, self-regulation, self- motivation, empathy and social skills. All those components are very much essential and needed for the satisfaction of the individual.

In the western point of view, emotional intelligence is an intellectual capacity to be acquired by an individual through hierarchical sequence of these capacities. Abraham (1991) discussed the three modules of Emotional Intelligence. First, it refers to the accurate assessment and expression of emotion both in self and others. Second, it involves an adaptive regulation of emotions. Third, it includes the ability to use emotional information to solve problems. As we know that in this present age there is a lot of stress and pressure on the students to perform well and to get succeeded. So to get life satisfaction the students have not only to manage themselves but also manage and understand the feelings and emotions of others more artfully. The individual who has developed his emotional intelligence is better equipped to handle his own feelings and emotions and the feelings and emotions of others. He is also better equipped in understanding the emotions of others and is also able to discriminate among them.

### Objectives

- To study the level of emotional intelligence of under-graduate students.
- To study the difference in emotional intelligence of male and female under-graduate students.

### Hypothesis

- There is no significant difference in emotional intelligence of male and female under-graduate students.

### Sample

The sample for study was selected from under-graduate colleges affiliated with Kashmir university of Kashmir region of the state of Jammu and Kashmir by using stratified random sampling. The study consists of 400 students with 90 as High Emotional Intelligence group, 148 as Average Emotional Intelligence group and 78 as Low Emotional Intelligence group under-graduate students. The sample 400 students was further divided into divisions of 200 males and 200 female students.

### Tool Used

To measure emotional intelligence of student-teachers, Emotional Intelligence Scale (EIS) constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) was used. This scale consists 34 items and measures emotional intelligence through 10 factors – self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, self-development, value orientation, commitment and altruistic behavior. The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 students. The split-half reliability co-efficient was found to be 0.88. Besides face validity, as all items were related to the variable under focus, the scale has high content validity.

### Statistical Treatment

Descriptive survey method was used in this study in order to find out the Mean, Standard Deviation, and t-test of the analyzed data.

### Statistical Analysis and Interpretation

By keeping in mind the first objective of this study, the researcher studied the level of emotional intelligence of under-graduate students. On the basis of levels as given in the manual of the scales as low level, average level and high level. After that the investigator used t-test to find significant difference in emotional intelligence of under-graduate students on the basis of gender. Details pertaining to the analysis are being given separately as follows.

### Levels of Emotional Intelligence of Under-Graduate Students

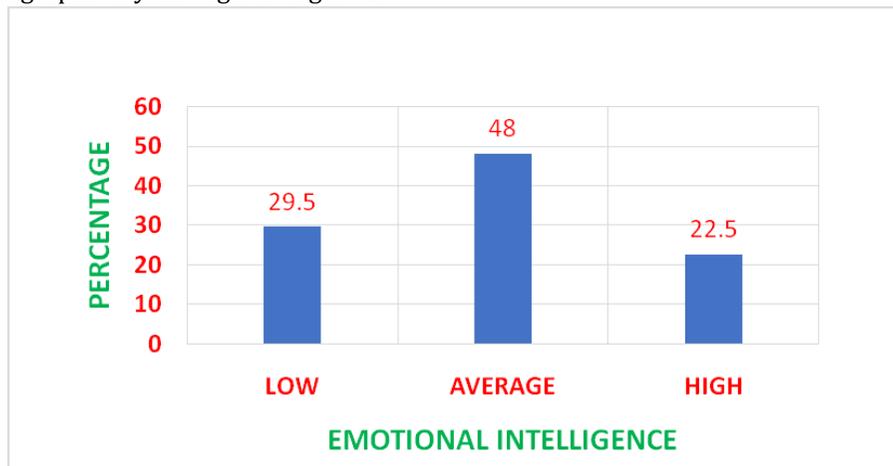
In order to examine the level of emotional intelligence of under-graduate students of Kashmir, the investigator used emotional intelligence scale for collecting information from subjects. The scores of the emotional intelligence scale were calculated and divided into three groups on the basis of values given in the norms of the manual i.e. low emotional intelligence group (LEIG), average emotional intelligence

group (AEIG) and high emotional intelligence group (HEIG). The results have been presented in the table 1

**Table 1.**  
**Level of Emotional Intelligence among Under-Graduate Students**

Levels	N	Percentage
HEIG	90	22.5 %
AEIG	192	48 %
LEIG	118	29.5 %

The results of the table 1 revealed that 22.5% under-graduate students have high emotional intelligence, 48 % have average emotional intelligence and 29.5 % have low emotional intelligence. It means majority of under-graduate students falls in the average level of emotional intelligence. The result of the above table has been presented graphically through the figure 1



**Level of Emotional Intelligence among Under-Graduate Students**  
**Figure 1**

**Difference in emotional intelligence of male and female under-graduate students of Kashmir**

The second objective of the study was to analyze the difference in emotional intelligence of male and female under-graduate students of Kashmir. To achieve this objective, the emotional intelligence scores of male and female under graduate students of Kashmir were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 2.

**Table 2**  
**Difference in emotional Intelligence of Male and Female under-Graduate Students**

Group	N	Mean	SD	t-value	Result
Male	200	135.4	10.79	4.87	Significant
Female	200	140.32	9.44		

\*\*Significant at 0.01 level

The table 2 showed that the mean difference between male and female under-graduate students in their emotional intelligence scores. The table reflects that the mean score of males under -graduate students was 135.4 and female under-graduate students was 140.32 and standard deviation of male students was 10.79 and female students was 9.44 respectively, t-value was found to be 4.87 which was significant at 0.01 level of significance. This means that there was significant difference in emotional intelligence of male and female under -graduate students. Therefore, the hypothesis of the study which was stated that “There is no significant difference in emotional intelligence scores of male and female under-graduate students.” stands rejected, because there was a significant difference in the emotional intelligence scores of male and female under-graduate students. Al Ali Majeed and Fatemah, A.B. (2009) carried out intuition in relation to creative motivation, emotional intelligence and achievement motivation among secondary school adolescents. The results of stepwise regression showed that creative motivation, emotional intelligence, and achievement

motivation emerged as predictors of intuitions among male students, whereas among female students only emotional intelligence and creative motivation emerged as predictor intuition. The studies conducted by King (1999), Sutarso (1999), Wing & Love (2001) and Singh (2002) have revealed that females have higher emotional intelligence than that of males. These findings supported the findings of the present study which revealed that female students have higher emotional intelligence in comparison to male students. This may be due to the fact that female students score higher with regard to empathy, social responsibilities and inter-personal relationships than male students. Since female students tend to be more emotional and intimate in relationships as compared to male students, so their emotional intelligence ought to be higher than that of male students. More sensitivity was also found towards their relationships with parents, friends and siblings. All these traits help them to acquire more emotional intelligence as compared to male students. Due to these reasons we can say that differences have remained between scores of emotional intelligences of male and female under-graduate students.

### Conclusion

1. 29.5 % under-graduate students have low level of emotional intelligence, 48 % under-graduate students have average level of emotional intelligence while as 22.5 % under-graduate students have high level of Emotional intelligence.
2. Gender wise two groups of under-graduate students i.e. male and female students differ in their Emotional Intelligence. Hence it may be concluded that female under-graduate students tend to be significantly higher in emotional intelligence than the male under-graduate students.

### Educational implication

Female students are comparatively higher in Emotional Intelligence in comparison to male students. This may be due to the fact that female students are much more obedient towards the obligations of their parents as well as teachers. Thus, educational planners and administrators should pay attention towards the emotional intelligence of male students as well so that they can play their active roles in shaping the behavior of themselves and their families.

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### Conflict of Interests

The author declared no conflict of interests.

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