



## Study of Emotional Intelligence Among College Student

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### Abstract

*The present study is investigating the gender difference of male and female college students on emotional intelligence and its four aspects. The sample consisted of 120 subject selected through the random sampling method. All sample selected in this study from Jalna city. The age range between of 18-22, included in these sample 60 male college students and 60 female college students respectively. For the purpose of these study two psychological tests is used. Mangals Emotional intelligence inventory used for this study. For the Statistical analysis t test is employed. Results indicate there is significantly difference between male and female college students on dependent variable Intra-personal awareness and Inter-personal awareness. There is significant difference between male and female college students respect to their emotional intelligence.*

Keywords: Emotional Intelligence and College Students.

### Introduction:

The key to this compelling question traces many areas of research in Psychology and Management, the two fields which rely heavily on the various facets of Emotional Intelligence in demystifying some key questions. Moreover, emotional intelligence is related to positive outcomes such as pro-social behaviour, parental warmth, and positive family and peer relations.

Emotions are involved in everything people do: every action, conclusion and decision. Emotionally intelligent people identify this and use their rational to manage their emotions rather than being managed by them. In the course of last two decades, Emotional Intelligence (EI) concept has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life. The overall result of researches suggests that EI plays a significant role in the job performance, motivation, decision making, successful management and leadership. Thus applying EI methodology in higher education can have lots of benefits for students. It not only fulfills their desire but also makes them more efficient in their field. Everyone experiences and relates their feelings and emotions in day to day life. Emotions have valuable information about relationships, behavior and every aspect of the human life around us. The most recent research shows that emotions are constructive and do contribute to enhance performance and better decision making both at job and in private life.

The term 'Emotional Intelligence' was coined and defined by Salovey and Mayer (1990). Despite its recent debut, there are already a number of definitions of EI. These conceptualizations can be divided into two streams: 'ability models' in which EI is defined as a set of cognitive abilities in emotional functioning (Mayer & Salovey, 1997) versus 'mixed trait models' that incorporate a wide range of personality characteristics and other traits.

Competing evidence exists surrounding whether or not males and females differ significantly in general levels of emotional intelligence. Daniel Goleman (1998) asserts that no gender differences in E.I. exist, admitting that while men and women may have different profiles of strengths and weaknesses in different areas of emotional intelligence, their overall levels of E.I. are equivalent. However, studies by Mayer and Geher (1996), Mayer, Caruso, and



Salovey (1999), and more recently Mandell and Pherwani (2003) have found that women are more likely to score higher on measures of emotional intelligence than men, both in professional and personal settings. After administering assessments to 4500 men and 3200 women, a testing organization found that women score higher than men on measures of empathy and social responsibility, but men outperform women on stress tolerance and self-confidence (Murray, 1998). In other words, women and men are both intelligent in measures of emotional ability, but they are strong in different areas. Since patterns of emotional intelligence are not fixed, men and women can boost their over-all skills by building their abilities where they lack them (Goleman, 2002).

### Review of Literature:

**Aijaz Ahmed Gujjar and et al. (2010).** The study reports findings drawn from an amended version of Wong & Law Emotional Intelligence Scale (WLIS), university students' of Punjab. 600 students from three universities were selected as the sample for the study. Gender wise, the male students and qualification wise the B.Sc. degree holders were found significantly better than their counterparts. There were also some significant differences in terms of the university the students were studying in. The study concludes that the emotional intelligence is positively correlated with age, gender, qualification as well as the educational institution the student is enrolled in.

**Farhana Nabila Fakaruddin and Ida Hartina Ahmed Tharbe (2017).** This study was conducted to identify the relationship between self-esteem and emotional intelligence among students in a public higher learning institution in Kuala Lumpur. The respondents were 100 college students randomly selected from six faculties in the university. The instruments used for the study were Rosenberg Self-Esteem Scale (RSES) and Self Rated Malaysian Emotional Intelligence Scale (SRMEIS). The findings show that there were significant relationship between self-esteem and emotional intelligence among university students. Additionally, the data showed that self-esteem among university students in this study was at medium level while the level of emotional intelligence was high.

**Meena Tripathi (2016).** The aim of this study was to find out the impact of sex on Emotional intelligence .The sample consisted of three hundred male and female college students studying at Kumaun University Campus Almora . The personal data schedule (designed by the investigator) and emotional intelligence scale ( Tewari and Joshi ,1996) was used to collect the data .Data was analyzed by using t-test. It was found that the gender wise two groups of the sample students do not differ significantly from each other with regard to the variables self awareness, recognizing emotions in others and handling relationship . In addition, it was also found that the significant differences seen in variables managing emotions, motivating oneself

### Objective of the Study:

1. To search the level of Intra-personal awareness aspect of emotional intelligence among male and female college students.
2. To search the level of Inter-personal awareness aspect of emotional intelligence among male and female college students.
3. To search the level of Intra-personal management aspect of emotional intelligence among male and female college students.
4. To search the level of Inter-personal management aspect of emotional intelligence among male and female college students.

**Hypothesis of the Study:**

1. There will be significant difference between male and female college students respect to their Intra-personal awareness aspect of emotional intelligence.
2. There will be significant difference between male and female college students respect to their Inter-personal awareness aspect of emotional intelligence.
3. There will be significant difference between male and female college students respect to their Intra-personal management aspect of emotional intelligence.
4. There will be significant difference between male and female college students respect to their Inter-personal management aspect of emotional intelligence.
5. There will be significant difference between male and female college students respect to their emotional intelligence.

**Methodology:**

**Sample:**

The present study sample used the college students studding in graduation level. The samples of the present study were consisting of 120 male and female college students with the age group between 18 to 22 years. All sample selected from Aurangabad district different degree colleges. The random sampling techniques were used for selection the sample.

**Design:**

Descriptive research design is selected for this study. First stage of this research mean and SD is calculated from the data. Second stage independent sample t test method is used for statistical analysis.

**Variables:**

In the present study two were three variables included namely emotional intelligence as a dependent variables. Gender is independent variables.

**Tools:**

**Statistical Analysis:**

While preparing the computer data file from master chart, extreme care was taken with respect to the accuracy of the input of data. The data file was completely checked till an errorless check trial was obtained. The total data sets obtained for Emotional Intelligence Inventory prepared scoring. For the each subjects initially data of age group were separately tabulated by employing frequency distribution and descriptive statistics. Find out the gender wise differences using a mean scores comparison and ‘t’ test were carried out with the help of calculated and SPSS software was used.

**Table No. 1**  
**Mean SD and T value of the College students on Emotional Intelligence**

Variable	Gender	N	Mean	SD	T value	Sig.
Intra-personal awareness	Male	60	14.50	4.09	3.43	0.01
	Female	60	17.10	4.20		
Inter-personal awareness	Male	60	14.45	3.45	3.53	0.01
	Female	60	16.68	3.46		
Intra-personal management	Male	60	17.12	3.64	0.32	NS
	Female	60	17.33	3.70		
Inter-personal management	Male	60	15.96	3.50	1.44	NS
	Female	60	17.03	4.62		
Emotional Intelligence	Male	60	62.03	11.71	3.66	0.01
	Female	60	68.15	12.69		



Above table shows mean differences of dependent variable emotional intelligence and its aspects among male and female college students. The result shows that the Intra-personal awareness first aspect of emotional intelligence means score of the male and female college students respectively 14.50 and 17.10 and SD score of the male and female college students respectively SD = 4.09 and SD = 4.20. The difference between two Mean is highly significant at the level of 0.01 ( $t= 3.43$ ,  $df= 118$ ) that's means Hypothesis No. 1. 'There will be significant difference between male and female college students respect to their Intra-personal awareness aspect of emotional intelligence,' is accepted. That's mean female college students Intra-personal awareness is better than the male college students.

Inter-personal awareness second aspect of emotional intelligence means score of the male and female college students respectively 14.45 and 16.68 and SD score of the male and female college students respectively SD = 3.45 and SD = 3.46. The difference between two Mean is highly significant at the level of 0.01 ( $t= 3.53$ ,  $df= 118$ ) that's means Hypothesis No. 2. 'There will be significant difference between male and female college students respect to their Inter -personal awareness aspect of emotional intelligence,' is accepted. That's mean female college students Inter -personal awareness is better than the male college students.

Intra-personal management third aspect of emotional intelligence means score of the male and female college students respectively 17.12 and 17.33 and SD score of the male and female college students respectively SD = 3.64 and SD = 3.77. The difference between two Mean is no significant at both the level of confidence ( $t= 0.32$ ,  $df= 118$ ) that's means Hypothesis No. 3. 'There will be significant difference between male and female college students respect to their Intra-personal management aspect of emotional intelligence,' is rejected.

Inter-personal management second aspect of emotional intelligence means score of the male and female college students respectively 15.84 and 17.39 and SD score of the male and female college students respectively SD = 3.50 and SD = 4.57. The difference between two Mean is no significant at both the level of confidence ( $t= 1.44$ ,  $df= 118$ ) that's means Hypothesis No. 4. 'There will be significant difference between male and female college students respect to their Inter -personal management aspect of emotional intelligence,' is rejected.

Emotional intelligence means score of the male and female college students respectively 62.03 and 68.15 and SD score of the male and female college students respectively SD = 11.71 and SD = 12.96. The difference between two Mean is highly significant at the level of confidence 0.01 ( $t= 3.66$ ,  $df= 118$ ) that's means Hypothesis No. 5. 'There will be significant difference between male and female college students respect to their emotional intelligence,' is rejected.

**Conclusion:**

1. There is significant difference between male and female college students respect to their Intra-personal awareness aspect of emotional intelligence.
2. There is significant difference between male and female college students respect to their Inter-personal awareness aspect of emotional intelligence.
3. There is no significant difference between male and female college students respect to their Intra-personal management aspect of emotional intelligence.
4. There is no significant difference between male and female college students respect to their Inter-personal management aspect of emotional intelligence.
5. There is significant difference between male and female college students respect to their emotional intelligence.



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