

## **Emotional Intelligence of College Going Students In Relation To Their Gender And Locality**

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### **Abstract**

*Emotional Intelligence (EI) is the significant factor of the personality to be developed in the students in recent era. Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EI principles provide a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills, and potential. The EI concept argues that IQ, or conventional intelligence, is too narrow; that there are wider areas of Emotional Intelligence that dictate and enable how successful we are. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioral and character elements. This research has been conducted because it is a new concept for the college going students in our Mahendergarh district and it is tried to know that how Emotional Intelligence differs in males or females or in rural and urban peoples and what are the factors which are responsible for the Emotional Intelligence. It is observed that the Emotional Intelligence of Female students is slightly higher than their male counterparts. Also Emotional Intelligence of commerce student is observed higher than the arts students and Emotional Intelligence of rural student is same as the urban students.*

### **Introduction**

Emotional Intelligence (EI) –is the act of intentionally using emotions in guiding thinking and behaviour - is scientifically documented as a key factor in successfully leading ourselves and others in the work environment EI involves developing an effective level of awareness of self and others, appropriate use and management of emotions, and applying a set of personal and social competencies to interact effectively in all forms of workplace relationship. Emotional intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. It can be divided into ability EI and trait EI. Ability EI is usually measured using maximum performance tests and has stronger relationships with traditional intelligence, whereas trait EI is usually measured using self-report questionnaires and has stronger relationships with personality. Emotional intelligence ,like general intelligence is the product of one 'heredity and its interaction with his environmental forces .until we have been led to believe that a personal general intelligence measured

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as I.Q or intelligence quotient is the greater predictor of success in any walk of life –academic, social, vocational or professional. However, researches and experiments conducted in the 90,s onwards has tried to change such over –dominance of intelligence and its measures I.Q by replacing it with the concept of emotional intelligence and its measures emotional quotient (E.Q) These have revealed that a person’s emotional intelligence measured through his E.Q may be a greater predictor of success than his or her I.Q.

Aspects of emotional intelligence: This is the essential premise of EQ: to be successful requires the effective awareness, control and management of one's own emotions, and those of other people. EQ have two aspects of intelligence:

- Understanding yourself, your goals, intentions, responses, behaviour and all.
- Understanding others, and their feelings

**Statement of the problem:**

“Emotional Intelligence of college going students in relation to their gender and locality.”

**Objectives**

- To study the Emotional Intelligence of college students.
- To study the difference of Emotional Intelligence between male and female students.
- To study the difference of Emotional Intelligence between rural and urban students.
- To study the difference of Emotional Intelligence among arts, science and commerce students.

**Hypothesis**

- There is no significant of Emotional Intelligence between male and female students.
- There is no significant difference of Emotional Intelligence between rural and urban students.
- There is no significant difference of Emotional Intelligence among arts, science and

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commerce students.

### **Delimitation of the study:**

This study was delimited to

- The students of Mahendergarh district only.
- Students of first year class of graduation level only.
- A sample of 120 students only from colleges of Mahendergarh district only.
- The study covers Arts, commerce and science streams in the college.

### **Method Used**

There are many methods of collecting, analyzing and reporting research data. The decision about the method depends upon the nature of the problem and objectives to be achieved. For the present study, the investigator decided to adopt the descriptive survey method.

### **Sampling**

The present study aims to study the Emotional Intelligence level of students in relation to their gender, locality, and different streams. For this purpose a sample of 120 students from the colleges of Mahendergarh District of Haryana were selected on the basis of random sampling method. . Out of 120, the investigator selected 60 students from rural area and 60 students from urban area. Out of 60 students 30 male and 30 female students were selected from both rural and urban areas.

### **Tools Used**

The purpose of this study was to know the Emotional Intelligence level of college going students . The investigator developed a self-made questionnaire to study the Emotional Intelligence level of college going students.

### **Statistical techniques used**

In any descriptive study, it is important for the researcher to use the statistical techniques in the proper way to get a true result. In the present study, the researcher used percentage and measures of central tendency for the selection of subjects. In order to find out the significant difference between the mean scores of experimental and control groups, t-test was used.

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## Data Analysis

### Comparison of Emotional Intelligence of Male and Female students.

Group	N	M	SD	S. Ed.	t	Significance Level
Male	60	102.05	10.85	1.22	2.49	Significant
Female	60	105.0889	9.62			

Table value of df 118 at 0.05 level=1.96

And at 0.01 level=2.58

It is observed from table that mean (105.09) of girls is found significantly more than boys mean (102.05) in first year college going students. That showed girls are more emotionally intelligent in comparison to boys. The calculated value of t (2.49) is found significantly higher than standard values, which are 1.96 at 0.05 level. Thus null hypothesis **“There is no significant difference in Emotional Intelligence between males and females”** is rejected and subsequently it is inferred that there is significant difference between boys and girls in Emotional Intelligence. So it is interpreted that gender difference generated difference in Emotional Intelligence because girls are emotionally intelligent compared to boys.

### Comparison of Emotional Intelligence between Arts and Science students

Group	N	M	SD	S E D.	t	Significance Level
Arts	60	102.15	11.60	1.94	1.60	Non-Significant
Science	60	105.2667	9.60			

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Table value of df118 at 0.05 level=1.96

And at 0.01 level=2.58

The table indicates that the calculated t-ratio for the scores of arts and science students in Emotional Intelligence is 1.60, which is smaller than the table value 1.96 and 2.58 at both 0.05 and 0.01 level of confidence. Hence, the null hypothesis “There is no significant difference in Emotional Intelligence between Arts, and Science students” framed earlier cannot be rejected. The mean score of science student is 105.2667 and it is slightly higher than the mean score of the arts students, i.e. 102.15 In light of the mean scores, it can be said that the Emotional Intelligence in science students is slightly higher in comparison to the arts students but this difference is not significant. Thus it can be interpreted that Emotional Intelligence in higher education does not get impacted from the stream of the students. The difference can be found in intelligence quotient, but Emotional Intelligence is not merely academic achievement of a student.

#### Comparison of Emotional Intelligence between Arts and Commerce students

Group	N	M	SD	S.Ed.	t	Significance Level
Arts	60	102.15	11.60	1.93	0.93	Non-Significant
Commerce	60	103.9667	9.51			
Table value of df 118 at 0.05 level=			1.96			

And at 0.01 level=2.58

It is observed from table that mean (102.15) of arts students is found less than commerce, mean (103.9667) in first year college going students. The calculated value of t (0.93) is found less than standard values, which are 1.96 at 0.05 level & 2.58 at .01 level Thus null hypothesis “There is no significant difference in Emotional Intelligence between Arts and Commerce” framed is not rejected and subsequently it is inferred that there is non-significant difference between arts and commerce students in Emotional Intelligence. Hence it can be interpreted that Arts and commerce students have same Emotional Intelligence irrespective of their stream in higher education.

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### Comparison of Emotional Intelligence between Commerce and Science students

Group	N	M	SD	S.Ed.	t	Significance Level
Commerce	60	103.9667	9.51	1.74	0.74	Non-Significant
Science	60	105.2667	9.60			

Table value of df18 at .05 level=1.96

And at .01 level=2.58

The table indicates that the calculated t-ratio for the scores of commerce and science students in Emotional Intelligence is 0.74, which is smaller than the table value 1.96 and 2.58 at both 0.05 and 0.01 level of confidence. Hence, the null hypothesis “There is no significant difference in Emotional Intelligence among Commerce and Science students” framed earlier is cannot be rejected. The mean score of science student is 105.2667 and it is higher than the mean score of the commerce students, i.e103.9667. In light of the mean scores, it can be said that Emotional Intelligence in science students is comparatively higher than the commerce students but the difference is not significant. Therefore it can be said the students of science and commerce streams have no difference in their Emotional Intelligence irrespective of their vocational choices.

### Comparison of Emotional Intelligence between Rural and Urban students

Group	N	M	SD	S.Ed.	t	Significance Level
Rural	60	103.9	10.30	1.48	0.14	Non-Significant
Urban	60	103.6889	9.76			

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Table value of df 118 at 0.05 level=1.96

And at 0.01 level=2.58

It is observed from table that mean (103.9) of rural is found slightly more than urban mean (103.6889) in first year college going students but difference is not significant. The calculated value of t (0.14) is found less than standard values, which are 1.96 at 0.05 level. Thus null hypothesis "There is no significant difference in Emotional Intelligence between Rural and Urban" cannot be rejected and subsequently it is inferred that there is no significant difference between rural and urban in Emotional Intelligence. So it is interpreted that locality difference does not generated difference in Emotional Intelligence. One more probable reason could be behind that sample of the study is taken from rural and urban areas of Mahendergarh district, which is a backward one in terms of development.

### **Main Findings**

#### **Findings with respect to Gender**

The first hypothesis the investigator framed in the study is "There exists significance difference between the Emotional Intelligence of male and female students." After analysing the data the investigator was bound to reject hypothesis framed earlier. It reveals that there exists significant difference between the Emotional Intelligence of male and female students. The mean scores of Emotional Intelligence of male and female students are

102.5 and 105.0889 respectively. It indicates that the Emotional Intelligence of Female students is slightly higher than their male counterparts.

#### **Findings with respect to different streams**

- (1) In order to measure the difference of Emotional Intelligence in terms of different streams the investigator framed the hypothesis, i. e. "There exist no significant difference between the Emotional Intelligence of arts and science students". After analysing the data the investigator accept hypothesis which is framed earlier .It reveals that there exists a non significant difference between Emotional Intelligence of arts and science students.The mean scores of Emotional Intelligence of arts and science students are 102.15 and 105.2667 respectively.It indicates that the Emotional Intelligence of science student is higher than the arts students.
- (2) In order to measure the difference of Emotional Intelligence in terms of different streams the investigator framed the hypothesis. "There exist no significant difference between the Emotional Intelligence of arts and commerce students". After analysing the data the investigator has accept the

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hypothesis which is framed earlier .It reveals that there exists a non significant difference between Emotional Intelligence of arts and commerce students.The mean scores of Emotional Intelligence of arts and commerce students are 102.15 and 103.9667 respectively.It indicates that the Emotional Intelligence of commerce student is higher than the arts students.

- (3) In order to measure the difference of Emotional Intelligence in terms of different streams the investigator framed the hypothesis, i. e. “There exists no significant difference between the Emotional Intelligence of science and commerce students”. After analysing the data the investigator has accept the hypothesis which is framed earlier .It reveals that there exists a non significant difference between Emotional Intelligence of science and commerce students.The mean scores of Emotional Intelligence of science and commerce students are 105.2667 and 103.9667 respectively.It indicates that the Emotional Intelligence of science student is higher than the commerce students

#### **Findings with respect to Locality**

In order to measure the difference of Emotional Intelligence in terms of Rural and urban students the investigator framed the hypothesis, “There exists no significant difference between the Emotional Intelligence of urban and rural students”. After analysing the data the investigator has accept the hypothesis which is framed earlier . It reveals that there exists a non significant difference between Emotional Intelligence of rural and urban students. The mean scores of Emotional Intelligence of rural and urban students are 103.9 and 103.6889 respectively. It indicates that the Emotional Intelligence of rural student is same as the urban students.

**Educational Implications:** Each and every piece of research work has its implications in some or other area whether it may be broader or in a narrower way. This study also has its own educational implications for teachers, students, parents, and administration.

**For Students:** Emotional intelligence is very important for the students because self awareness of the feeling of emotions is very much important because by self awareness we know our ability and lackness.by know the ability students are able to select the objectives and goal of our life.

**For Teachers:** Emotional intelligence is very important for the teachers because by Emotional Intelligence teachers understands the feeling of students and teach according to the students.Anger,fear,sadness,are negative emotions which are find in the students teachers can remove these negative emotions in positive emotions like peace ,courage, and joy.

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**For Parents:** Emotional Intelligence is very much important for the parents because parents learn that the children have many emotions like anger, fear, peace, joy etc and if we provide right direction to the children's they can able to live a happy life in future and able to adjust himself in all type of environments.

**For Administration:** As we have discussed about the educational implications regarding students, parents and teachers. In spite of all these, school/institution administration also should take care of emotional needs of students and they also keep an eye on changes and problem of maladjustment of students. They should motivate them to use their emotions in a positive manner.

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