



A Study On Emotional Intelligence Among College Students Of District Ganderbal

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ABSTRACT

Emotional intelligence refers to how well a person can identify, control, and evaluate emotions, both in themselves and in others. Some researchers think these skills are genetic, but most believe they can be learned or at least strengthened. Virtually all agree it takes both a high emotional quotient (EQ) as well as a high IQ to be successful in life. The aim of the present study is to assess and compare the Emotional intelligence of college students. Sample consists of N= 100 college students comprising of 50 Male college students and 50 Female college students. The sample was collected from Government degree colleges of District Ganderbal. To study the variable Emotional intelligence of college students following Tool was administered for data collection in order to achieve the objectives of the study. Emotional intelligence scale of Anukool Hyde, Sanjyot Pethe and Upinder Dhar was administered for the measurement of Emotional intelligence. The data were analysed by using statistical techniques such as, Mean, Standard deviation and t-test. The results showed that there is significant difference between male and female college students on emotional intelligence.

Keywords: Emotional intelligence, college students, Gender

Introduction

Emotional Intelligence has gained popularity among the lay public, Highlighting the importance of an individual's development in managing self-relevant And others emotions. Researchers have conceptualized Emotion Intelligence both as the ability and As a trait. It includes the ability to understand and regulate other as well as one's Emotions. People who can have control over their life can manage their feeling and can read and deal effectively with other peoples' feelings while the people who cannot have control over their emotional life fight inner battles that sabotage their Ability to focus work.

Emotional Intelligence helps the students to increase their emotional self-awareness, emotional expression, Creativity, increase tolerance, increase trust and integrity, improve relations within and across the family and school and thereby increase the performance of each employee and the organization as a whole. "Emotional intelligence Is one of the few key characteristics that gives rise to overall performance of the students". Emotional intelligence Plays a significant role in the development of balanced personality and becomes an important criterion of evaluation for judgment of an effective student, increase their academic achievement believe in their capacities and capabilities.

"Emotional Intelligence is the ability to sense, understand, value and effectively apply the power of emotions as A source of human energy, information, trust, creativity and influence." Daniel Goleman.

Emotional Intelligence (E.Q) was coined by **Mayer And Salovey (1989)** and popularized by Goleman (1996) defines Emotional Intelligence as knowing what feels good, What feels bad and how to go from bad to good. In the year **1998 Goleman defines** an Emotional Competence as a learned Capability based on Emotional Intelligence, that results in outstanding performance at Work that such competencies are learned is a critical distinction where Emotional Intelligence as defined by Mayer & Salovey represents our potential for achieving Mastery of specific abilities in this domain, emotional competencies themselves Represent the degree to which an individual mastered specific skills and great Effectiveness in the work place. Subsequently **Mayer & Salovey (1997)** expanded their definition to include the Capacity to perceive emotion, assimilate, emotions related feelings, understand the Information of these emotions and manage these emotions rather than as a single Ability. **Thendral and Ganesan (2023)** found that emotional intelligence was independent of gender,

subject, and locality of the school, type of family, father's occupation, and family income. The level of higher secondary school student's emotional intelligence was average in nature. The female students are better than the male students on their emotional intelligence. **Nath and Dass (2021)** found that there is a moderate emotional intelligence. **Sharma (2021)** showed that there is no significant difference in emotional intelligence of urban and rural area secondary school students. It further stated that there was a significant difference in emotional intelligence of boys and girls at 0.01 level. It showed that girls are more intelligent than boys.

Kumar (2020) Results of the study showed that female students are superior to male students on their emotional intelligence. **Rani (2017)** found that there was no significant difference of emotional intelligence among senior secondary school students in comparison to their gender, type of school and academic achievement. **Bryant Scotte E. and Malone Timothy I., (2015)** found significant relationship has been found between dimensions of emotional intelligence and stress among college students. Age and gender also plays an important role while studying relationship between emotional intelligence and stress. **Jayawardena (2012)** the findings of the study discovered that there is a positive effect of emotional intelligence on academic achievement of total group students and especially girl students.

STATEMENT OF THE PROBLEM

After going through the review of literature related to various studies on Emotional intelligence, it was clear that not much work has been done on the Emotional intelligence on college students So, the present study reads as:-

“A Study on Emotional Intelligence among College Students of District Ganderbal”

OBJECTIVES OF THE STUDY

1. To study the Emotional intelligence among college students.
2. To study the Emotional intelligence among male and female college students.
3. To compare emotional intelligence among male and female college students. (Composite score and factor wise).

HYPOTHESES

1. There is no significant difference between male and female college students on Emotional intelligence.

SELECTION OF SAMPLE

The sample consists of 100 college students (50 Male college students and 50 Female college students) was randomly selected from Government Degree colleges of district Ganderbal. The sample was selected from various colleges in such a way that every student, in both the genders got an equal chance of being selected in the sample. The investigator made an intensive study of the various tools. Finally, the following tool was adopted for the collection of data. **The Emotional intelligence scale of Anukool Hyde, Sanjyot Pethe and Upinder Dhar to assess the Emotional intelligence of college students**

The analysis of data has been carried out along the following lines:-

- Descriptive Analysis
- Mean
- SD
- T-test

Table 1:- shows levels of Emotional Intelligence of College Students on the overall sample (N=100)

Levels of Intelligence	N	%
High	35	35%
Normal	53	53%
Low	12	12%
Total	100	100%

Table 1 reveals that 35.0% college students were found to be high on emotional intelligence, whereas 53.0% were found at normal emotional intelligence level. It was observed that a very small percentage of 12.0% college students were found low emotional intelligence

Based on this result the objective no 1 which treads as “to study the emotional intelligence among college students” has been realised

Fig 1:- shows levels of Emotional Intelligence of College Students on the overall sample of N=100

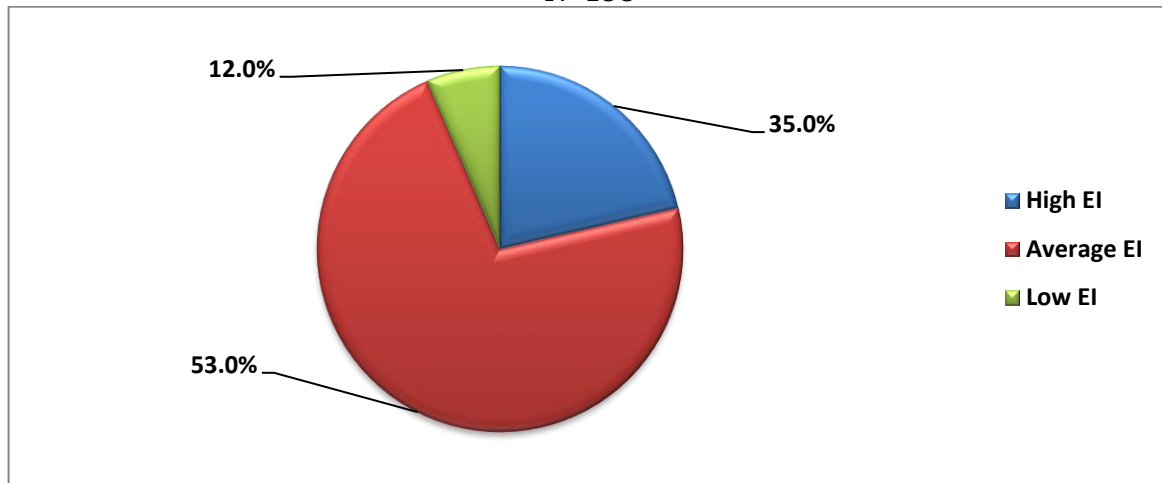


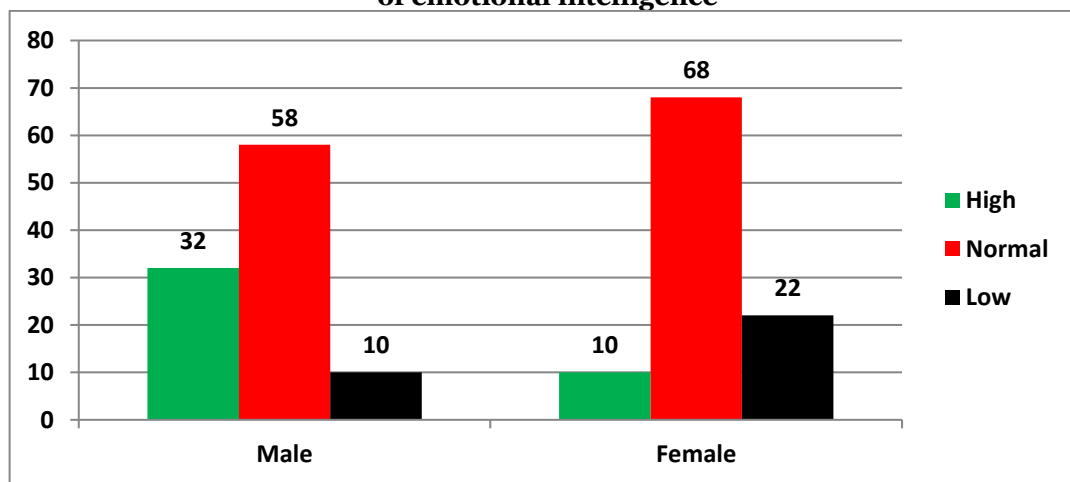
Table 2:- shows the levels of Emotional Intelligence of male and female College Students.

Levels of emotional intelligence	Male	%	Female	%
High	16	32	5	10
Normal	29	58	34	68
Low	5	10	11	22
Total	50	100	50	100

Table 2 reveals that 32% male and 10 % among female college students possess high Level of emotional intelligence, 58% male and 68% female exhibit normal level of emotional Intelligence, whereas 10% male and 22% female college students have low level of Emotional intelligence.

Based on this result the objective no 2 which treads as “to study the emotional intelligence of male and female college students” has been realised

Fig 2:- shows the percentage distribution of male and female college students on various levels of emotional intelligence



COMPARATIVE ANALYSIS

Table 3:-shows the mean comparison of male and female college students on Emotional Intelligence (composite score)

GENDER	N	MEAN	SD	t-value	Level of significance
MALE	50	140.48	16.75	0.39	Not significant
FEMALE	50	139.26	13.87		

Table 3 revealed that the mean value of male students is (140.48) while as the mean value of female students is (139.26). it means that males score better than the females. The t-value obtained on the said factor is 0.39 which is not significant.

Table 4 shows the mean Comparison of Male and Female College Students on “various Dimensions” of Emotional Intelligence

Dimensions	Gender	N	Mean	S.D.	t-value	Level of sig
Self-Awareness	Male	50	25.96	2.63	3.66	Sig. at 0.01 level
	Female	50	27.41	3.30		
Empathy	Male	50	8.23	2.21	2.78	Sig. at 0.01 level
	Female	50	9.25	2.93		
Self-Motivation	Male	50	16.82	2.05	1.40	Insignificant
	Female	50	17.26	2.35		
Emotional Stability	Male	50	20.76	2.17	3.06	Sig. at 0.01 level
	Female	50	21.80	2.61		
Managing Relations	Male	50	21.25	2.11	0.04	Insignificant
	Female	50	21.24	2.09		
Integrity	Male	50	19.59	1.77	3.05	Sig. at 0.01 level
	Female	50	20.37	1.84		
Self-Development	Male	50	16.10	1.90	2.56	Sig. at 0.01 level
	Female	50	16.78	1.84		
Value Orientation	Male	50	15.95	1.63	1.31	Insignificant
	Female	50	16.31	2.12		
Commitment	Male	50	16.35	2.14	2.88	Sig. at 0.01 level
	Female	50	17.22	2.12		
Altruistic Behaviour	Male	50	20.24	1.84	2.66	Sig. at 0.01 level
	Female	50	21.59	1.90		

Table 4 illustrates that on the **factor “Self-awareness”** the mean value of male students is (25.96) while as the mean value of female students is (27.41) which shows that males have lesser mean score than the females. The result obtained by t value is (3.66) which is significant at 0.01 level.

Similarly on the factor **“Empathy”** there is slight difference between of males and females. The mean value of male students is (8.23) while as the mean value of female students is (9.25) which is greater than male students. The result obtained by t-test is 2.78 which is statistically significant at 0.01 level.

On the factor **“Self –motivation”** the mean score of male students is (16.82) while as the mean score of female students is (17.26) which shows that males have low mean score than females. the result obtained by t-test is (1.40) which is not statistically significant.

On the factor **“Emotional-stability”** the mean value of male students is (20.76) and the mean value of female students is (21.80) which indicate that female students have higher mean value than male students. The result obtained by of t-test is (3.06) which is significant at 0.01 level.

Similarly on the factor **“Managing Relations”** the mean value of male students is (21.25) while as the mean score of female students is (21.24) which indicate that the mean score is almost the same. The result obtained by t-test is (0.04) which is not statistically significant.

On the factor **“Integrity”** the mean value of male students is (19.59) while as the mean value of female students is (20.37) which indicate that females have high mean score than males. The result obtained by t-test is (3.05) which is significant at 0.01 level.

On the factor **“self-development”** the mean score of male students is (16.10) while as the mean score of female students (16.78) which indicates that the mean score of male and female students is almost same. The result obtained from t-test is (2.56) which is significant at 0.01 level.

On the factor **“value orientation”** the mean value of male students is (15.95) and the mean value of female students is (16.31) which indicate that males have lesser mean score than females. The result obtained from t-test is (1.31) which is not statistically significant.

On the factor **“commitment”** the mean value of male students is (16.35) while as the mean score of female students is (17.22) which indicate that females have higher mean value than females. The t-test from the said factor is (2.88) which is significant at 0.01 level.

On the factor **“Altruistic behaviour”** the mean value of male students is(20.24) while as the mean score of female students is (21.59) which indicates that female students have high mean value than male students. The t-test from the said factor is (2.66) which is significant at 0.01 level.

Based on this result the objective no 3 which treads as “to compare the emotional intelligence of male and female college students” has been realised and the hypothesis no 1 which reads as “There is no significant difference between male and female college students on Emotional intelligence” stands rejected.

MAJOR FINDINGS:

1. 35.0% college students were found to be high on emotional intelligence, whereas 53.0% were found at normal emotional intelligence level. It was observed that a very small percentage of 12.0% college students were found low emotional intelligence
2. 32% male and 10 % among female college students possess high Level of emotional intelligence, 58% male and 68% female exhibit normal level of emotional Intelligence, whereas 10% male and 22% female college students have low level of Emotional intelligence.
3. The mean value of male students is (140.48) while as the mean value of female students is (139.26). It means that males score better than the females on composite score.
4. The mean value of females is higher than the males on the factors self-awareness, empathy, self-motivation, emotional stability, integrity, value orientation, commitment and altruistic behaviour.
5. The mean value of males and females is almost same on the factors managing relations and self-development.

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