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Research Paper Psychology

# Emotional Intelligence Among Degree College Students

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**ABSTRACT**

*An attempt was made in the present investigation to study the Emotional intelligence among Degree College Students. 120 College students were selected in Nalgonda town in Warangal District of Andhra Pradesh. Emotional intelligence Scale Developed by Nuthan Kumar Thingujam and Usha Ram (1999) was administered to the sample. It was hypothesized that gender, nature of course and management would significantly influence the emotional intelligence of degree college students. Results revealed that gender has no significant impact on emotional intelligence among degree college students. Nature of course has no significant impact with regard to emotional intelligence among degree college students. Type of management has significant impact on emotional intelligence among degree college students and there is no significant interaction effect among gender, nature of course and type of management with regard to emotional intelligence.*

**KEYWORDS : Emotional Intelligence, Gender, Management and Degree college students**

**Introduction**

Emotional Intelligence is the ability or tendency to perceive, understand, regulate and harness emotions adaptively in self and in others (Schutte et al., 1998). Researchers have conceptualized Emotional Intelligence both as ability and as a trait. It includes the ability to understand and regulate other as well as once own emotions. People who can have control over their life can manage their feelings, will read and deal effectively with other people's feelings, while the people who cannot have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly (Goleman, 1996). The various characteristics make up Emotional Intelligence such as self motivational ability to control impulses, regulate moods and keep distress away from sampling the ability to think.

Emotional intelligence has been found a reliable predictor of academic achievement than general intelligence. A large amount of research work done in the previous century concluded that the higher the intelligence the better the academic performance. Later observations made in other studies revealed that many adolescent boys and girls, in spite of having good IQ levels, were not able to show equivalent performance. Their declining performance appeared as a result of their emotional disturbances, problems in managing relationships and insufficient coping mechanism to deal effectively with environment. Such results made the researchers think, analyze academic performance.

Salovey and Mayer (1990) proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

Goleman (1996) identified the five 'domains' of EQ as:

- Knowing your emotions.
- Managing your own emotions.
- Motivating yourself.
- Recognising and understanding other people's emotions.
- Managing relationships, i.e. managing the emotions of others.

Ciarrochi, Chan and Bajgar (2001) examined the concept of Emotional Intelligence in adolescents. It was found that Emotional Intelligence in adolescents was higher for females than males and was positively associated with the skill of identifying emotional expressions, amount of social support, extent of satisfaction with social support and mood management behavior.

Karen Van Der Zee (2002) examines the relationship of self and other ratings of Emotional Intelligence with academic intelligence and personality, as well as the incremental validity of Emotional Intelligence beyond academic intelligence and personality in predicting academic and social success. A sample of 116 students filled in measures for emotional and academic intelligence, the Big Five, and indicators of social and academic success. Moreover, other ratings were obtained from four different raters on Emotional Intelligence and social success. Factor analysis revealed three Emotional Intelligence dimensions that were labelled as Empathy, Autonomy and Emotional Control. Little evidence was found for a relationship between emotional and academic intelligence. Academic intelligence was low and inconsistently related to Emotional Intelligence revealing both negative and positive interrelations. Strong relationships were found for the Emotional Intelligence dimensions with the Big Five, particularly with Extraversion and Emotional Stability. Interestingly, the Emotional Intelligence dimensions were able to predict both academic and social success above traditional indicators of academic intelligence and personality.

Saroj Verma and Alka (2003) examined the Emotional Intelligence among college students and its relationship to their general well being. The sample consisted of 120 college students. Emotional Intelligence scale by Schutte and P.F.I measure of general well being by Verma and Verma were employed on post-graduate students. Two extreme groups were drawn on the basis of scores on Emotional Intelligence measure. High and low scores on Emotional Intelligence (male and female separately) were compared regarding their general well being. The male and female students, who scored higher on Emotional Intelligence scored significantly higher for general well being.

Katyal (2005) studied the gender differences in Emotional Intelligence among adolescents of Chandigarh. 150 students of $X^{th}$ class from different government schools in Chandigarh were selected randomly. The data were collected through standardized Emotional Intelligence tests. The findings revealed that girls were found to have greater Emotional Intelligence than that of boys.

Ajay Kumar Bhimrao Patil (2006) emphasized that there is no significant diference between Emotional Intelligence of Male and Female student teachers. It was also stated that Emotional Intelligence and Academic Achievement are significantly related.

Fathima and Neelakandan (2011) tried to identify the human well being through Emotional Intelligence among the college going students. The sample consists of 100 college students selected randomly from Arts and Science streams. Emotional Intelligence Questionnaire was used to collect the data. The 't' test proves that there is a significant difference between boys and girls in their emotional intelligence.

Babli Roy, Rashmi Sinha and Sapna Suman (2013) examined Emotional intelligence and Academic Achievement Motivation among adolescents. An attempt was made to examine relationship between emotional intelligence and academic achievement motivation. It also studies the emotional intelligence of students with high, average and low academic achievement motivation. Sample for the study includes 105 students (48 boys and 57 girls) of class XII of Patna. The data were analyzed with the help of Pearson correlation. The findings of the study reveal positive relationship between emotional intelligence and academic achievement motivation. The study also reveals that students with high, average and low academic achievement motivation differ

from one another on emotional intelligence.

**Objectives:**

- To assess the influence of gender on emotional intelligence among Degree college students.
- To examine the influence of nature of course on emotional intelligence among Degree college students.
- To find out the influence of type of management on emotional intelligence among Degree college students.

**Hypotheses:**

- There would be significant impact of gender on emotional intelligence among Degree college students.
- There would be significant impact of nature of course on emotional intelligence among Degree college students.
- There would be significant impact of nature of course on emotional intelligence among Degree college students.
- There would be significant interaction effect among gender, nature of course and type of management with regard to emotional intelligence.

**Sample:**

The sample for the present study is consisted of 120 Degree College students (60 male and 60 female) studying in Government and Private degree colleges of science and arts group subjects located in Warangal District of Andhra Pradesh. The data were collected randomly.

**Table – I: Distribution of the sample**

| Type of Management | Gender | | | | Total |
|---|---|---|---|---|---|
| | Male | | Female | | |
| | Nature of Course | | Nature of Course | | |
| | Science | Arts | Science | Arts | |
| Government | 15 | 15 | 15 | 15 | 60 |
| Private | 15 | 15 | 15 | 15 | 60 |
| Total | 30 | 30 | 30 | 30 | 120 |

**Tool:**

The Emotional Intelligence of the subjects is assessed by using Emotional Intelligence Scale developed by Nutankumar Thingujam, and Usha Ram (1999). This scale consists of 33 items with 5 response categories namely strongly agree, agree, neutral, disagree and strongly disagree and numbered as 5, 4,3,2,1 respectively. Minimum and maximum, possible scores of the scale range from 33-165. Low score indicates low emotional intelligence and high score indicated high emotional intelligence. The reliability of the instrument was assessed using test – re-test and the value is 0.90.

**Statistical Analysis:**

The obtained data were subjected to Statistical Analysis such as Mean's, SDs, and Analysis of Variance, to test the Hypotheses.

**Results and Discussion:**

**Table-1: Means and SD's of scores on Emotional Intelligence.**

| Type of Management | | Gender | | | |
|---|---|---|---|---|---|
| | | Male | | Female | |
| | | Nature of Course | | Nature of Course | |
| | | Arts | Science | Arts | Science |
| Government | Mean | 106.60 | 116.73 | 115.33 | 106.47 |
| | SD | 22.22 | 29.44 | 25.22 | 14.26 |
| Private | Mean | 117.13 | 122.80 | 116.23 | 112.87 |
| | SD | 16.32 | 17.19 | 20.89 | 13.21 |

Grand Means

Men = 115.81 Arts =113.82 Government =111.29 Women = 112.72 Science =114.71 Private =117.25

A close observation of table-1 shows that the male students studying in private colleges in science group have obtained the mean score of 122.80 indicating their high emotional intelligence compared to other groups. Female students studying in Government College in Arts group have obtained the mean score of 106.47 indicating their low emotional intelligence.

In terms of comparison, men students have high emotional intelligence (M=115.81) when compared with women (M=112.72).Students studying in Private school have high emotional intelligence (M=117.25) than the students from Government (M=111.29). Science group students have (M=114.71) high emotional intelligence than arts group students (M=113.82).

There are differences in the mean scores of the groups. However, in order to test whether gender, nature of course and type of management have any significant impact on emotional intelligence of students, the data were further subjected to Analysis of Variance and the results are presented in table-3.

**Table-3: Summary of ANOVA for Scores on emotional intelligence.**

| Source of Variance | Sum of Squares | df | MSS | F |
|---|---|---|---|---|
| Gender (A) | 185.008 | 1 | 185.008 | 0.58 @ |
| Nature of Course (B) | 175.208 | 1 | 175.208 | 0.019 @ |
| Type of Management (C) | 6.075 | 1 | 6.075 | 3.55 * |
| (A x B) | 238.008 | 1 | 238.008 | 0.74 @ |
| (A x C) | 1740.408 | 1 | 1740.408 | 2.47 @ |
| (B x C) | 29.008 | 1 | 29.008 | 0.09 @ |
| (A x B x C) | 143.008 | 1 | 143.008 | 0.45 @ |
| Within | 35580.400 | 112 | 317.682 | - |
| Corrected total | 38097.125 | 119 | - | - |

* - Significant at 0.05 level

@- Not significant

The first hypothesis predicted that "there would be significant impact of Gender on emotional intelligence among degree college students". The obtained 'F' value of 0.58 is not significant. Hence, the hypothesis-1 is not accepted as warranted by the results. The results of the present study consistent with earlier study of Ajay Kumar Bhimrao Patil (2006) revealed that there is significant difference between emotional intelligence of male and female student teachers.

The second hypothesis predicted that "there would be significant impact of the nature of course on emotional intelligence of the students". The obtained 'F' value of 0.019 is not significant. Hence, it is concluded that there is no significant impact of nature of course on emotional intelligence of degree college students. Therefore, hypothesis-2 is not accepted as warranted by the results.

The third hypothesis predicted that "there would be significant impact of type of management on emotional intelligence among degree college students". The obtained 'F' value 3.55 is significant at 0.05 level, indicating that there is significant difference between government and private degree college students with regard to their emotional intelligence. Hence, the hypothesis-3 is accepted as warranted by the results.

The fourth hypothesis stated that "there would be significant interaction effect among gender, nature of course and type of management with regard to emotional intelligence among degree college students". The obtained 'F' value 0.45 is not significant. Hence, the hypothesis-4 is

not accepted as unwarranted by the results.

**Summary and Conclusion**

There is no significant impact of gender on emotional intelligence among degree college students.

There is no significant impact of nature of course on emotional intelligence among degree college students.

Type of management has significant impact with regard to emotional intelligence among degree college students. Students studying in private college have high emotional intelligence than students studying in government students.

There is no significant interaction effect among gender, nature of course and type of management with regard to emotional intelligence.

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