



Impact of Emotional Intelligence, Nature of Course and Gender on Emotional Focused Coping Style Among College Students

KEYWORDS

Emotional intelligence, coping styles, Professionals and Non-Professionals.

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ABSTRACT

The aim of the present investigation is to assess the impact of emotional intelligence, nature of course and gender on emotional focused coping style among college students. Sample of the present study consists of 560 professional and non-professional college students, both male and female in Rayalaseema region of Andhra Pradesh State. To measure emotional intelligence and Coping styles, "Emotional intelligence scale" developed by Nutankumar Thingujam and Usha Ram (1999); Coping styles questionnaire developed by Dr. B.S. Kumar Reddy (1999) were administered to the subjects. Results revealed that students with high emotional intelligence students pursuing non professional courses and female students frequently use emotional focused coping style to overcome stress.

Introduction

Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. Emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathize, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one's own motivation.

Coping has been defined in psychological terms by Susan Folkman and Richard Lazarus as "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing" or "exceeding the resources of the person.

Coping can be understood as a process that changes as a function of the stressors encountered, the person's appraisal of these stressors, the person's traits, and the perceived efficacy of the particular coping strategies available (Lazarus & Folkman, 1984). Coping responses have been grouped into various categories, as well. At a basic level, coping strategies have been described as problem-focused or emotion focused (e.g., Lazarus & Folkman, 1984). Problem-focused strategies attempt to change the stressful situation itself, whereas emotion-focused strategies endeavor to alleviate negative emotional responses to the stressor.

The results of the present study corroborate with the findings of Noorbakhsh et al., (2010); Jitna Por et al., (2011); Elizabeth J. Austin, Donald H. Saklofske and Sarah Mastoras (2015) and Onyedibe Maria Chidi et al., (2015) which states that emotional intelligence was positively associated with emotional-focused coping styles.

Objective

To assess the influence of emotional intelligence, nature of course and gender on emotional focused coping style among college students.

Hypotheses

1. There would be significant impact of emotional intelligence on emotional focused coping style among college students.
2. There would be significant impact of nature of course on emotional focused coping style among college students.
3. There would be significant impact of gender on emotional focused coping style among college students.
4. There would be significant interaction effect among emotional intelligence, nature of course and gender with regard to their emotional focused coping style among college students.

Population and Sample

The Students studying Professional and Non-Professional courses in Chittoor District of Andhra Pradesh State in India constituted the Population of the Study. Students of Professional courses like Medicine and Engineering from NIMS, Kadapa; S.V.Medical College, and S.V.University College of Engineering, Tirupati and Students of Non-professional courses (B.A., B.Sc., B.Com) from S.V. Arts College and S.P.W. Degree College, Tirupati were selected using stratified random sampling technique.

The two Psychological tools namely 1.Emotional intelligence developed by Nutankumar Thingujam, and Usha Ram (1999); 2.Coping styles developed and standardized by Kumar Reddy B.S (1999) were administered to 1200 Professional and Non-Professional Students, both Male and Female. Only the high and low Scorers on these Scales were considered and finally 560 constituted the sample of the present study and a 2X2X2 Factorial Design was adapted to analyze the results.

Variables Studied

Independent Variables

- (1). Emotional Intelligence (2). Nature of Course(3). Gender

Dependent Variable

Coping Styles (Adjustment Styles)

Tools

- (1). Emotional Intelligence Scale: The Emotional Intelligence of the Subjects was assessed by using Emotional Intelligence Scale developed by Nutankumar Thingujam, and Usha Ram (1999). (2). Coping styles (Adjustment

Styles) Questionnaire: Coping styles (Adjustment Styles) Questionnaire was developed and standardized by Kumar Reddy B.S (1999).

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs, and Analysis of Variance (ANOVA).

Results and Discussion

Table-I: Means and SDs of scores on Emotional Focused Coping Styles.

Emotional Intelligence		Nature of Course			
		Professionals		Non- Professionals	
		Gender		Gender	
		Male	Female	Male	Female
Low	Mean	35.01	35.54	36.68	36.70
	SD	9.28	9.28	9.12	8.53
High	Mean	37.17	37.92	37.16	38.87
	SD	8.38	8.51	8.62	7.92

Grand Means

Professionals = 36.41 Male =36.50 Low Emotional Intelligence = 35.98

Non-Professionals = 37.35 Female =37.25 High Emotional Intelligence =37.78

A close observation of table-I shows that the female students studying non-professional courses with high emotional intelligence obtained a high score of M=38.87 indicate they frequently use emotional focused coping styles compared with other groups. Male students studying professional courses with low emotional intelligence obtained a low score of M=35.01 indicate they use emotional focused coping styles less frequently compared to other groups.

In terms of comparisons, non-professional students (M=37.35) frequently use emotional focused coping styles than non-professional students (M=36.41). Female students (M=37.25) frequently use emotional focused coping styles than female students (M=36.50). Students with high emotional intelligence (M=37.78) frequently use emotional focused coping styles than the students with low emotional intelligence (M=35.98).

Table-II: Summary of ANOVA for scores on Emotional Focused Coping Style.

Source of Variance	Sum of Squares	df	MSS	'F'
Emotional Intelligence (A)	638.579	1	638.579	9.28**
Nature of Course (B)	900.179	1	900.179	13.08**
Gender (C)	52.829	1	52.829	0.76@
(A x B)	194.464	1	194.464	2.82@
(A x C)	74.314	1	74.314	1.08@
(B x C)	50.400	1	50.400	0.73@
(A x B x C)	2554.314	1	2554.314	37.13**
Within	37973.143	552	68.792	-
Corrected total	42438.221	559	-	-

**-Significant at 0.01 level

@-Not significant

Hypothesis-1. There would be significant influence of emotional intelligence on emotional focused coping style among college students.

It is evident from table-II that the obtained "F" value of 9.28 is significant at 0.01 level implying that emotional intelligence has significant influence on emotional fo-

cusd coping styles among college students. As the 'F' value is significant, the hypothesis-1, which stated that emotional intelligence has significant influence on emotional focused coping styles among college students is not accepted as unwarranted by the results. Students with high emotional intelligence (M=37.78) frequently use emotional focused coping styles than the students with low emotional intelligence (M=35.98).

Hypothesis-2. There would be significant influence of nature of course on emotional focused coping style among college students.

It is evident from table-II that the obtained "F" value of 13.08 is significant at 0.01 level implying that nature of course has significant influence on emotional focused coping styles among college students. As the 'F' value is significant, the hypothesis-2, which stated that nature of course would significantly influence the emotional focused coping styles among college students, is accepted as warranted by the results. Non-professional students (M=37.35) frequently use emotional focused coping styles than non-professional students (M=36.41).

Hypothesis-3. There would be significant influence of gender on emotional focused coping style among college students.

It is evident from table-II that the obtained "F" value of 0.76 is not significant suggests that gender has no significant influence on emotional focused coping styles among college students. As the 'F' value is significant, the hypothesis-3, which stated that gender would not significantly influence the emotional focused coping styles among college students is not accepted as unwarranted by the results.

Hypothesis-4. There would be significant interaction effect among emotional intelligence, nature of course and gender on emotional focused coping style of college students.

It is evident from the table-II that there is no significant first order interaction among emotional intelligence X nature of course (AXB), 2.82; emotional intelligence X gender (AXC), 1.08, nature of course X gender (BXC), 0.73 in causing the effect on emotional focused coping styles among college students. The second order interaction among emotional intelligence X nature of course X gender (AXBXC), 37.13 is significant. This indicates that there is significant interactions among the three independent variables i.e., emotional intelligence, nature of course and gender in causing the effect on emotional focused coping styles. Hence, hypothesis-4 which stated significant interaction effect among emotional intelligence, nature of course and gender on emotional focused coping styles among college students is accepted.

Conclusions

1. Students with high emotional intelligence use emotional focused coping style to overcome stress.
2. Non-professional course students frequently use emotional focused coping style than professional course students.
3. Female students frequently use emotional focused adjustment style only to reduce or eliminate a stressor.
4. There is significant interaction among emotional intelligence, nature of course and gender in causing the effect on emotional focused coping style.

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