

A study of emotional intelligence on male and female 12th college students

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ABSTRACT

The purpose research attempted to study the Study of Emotional Intelligence on Male and Female 12th College Collage Students. **Objectives-** 1) To examine the Gender differences in Emotional Intelligence on dimension self-awareness, Empathy, Emotional stability, self-motive managing relations, Integrity, Self-development. Value orientation, Commitment and Altruistic behavior. **Hypotheses:**1) There is no significant difference between male and female college students Emotional Intelligence on dimension self-awareness, Empathy, Emotional stability, self-motive managing relations, Integrity, Self-development. Value orientation, Commitment and Altruistic behavior. **Methodology. Sample:** Total sample of present study 120, in which 60 were male and 60 females 12th Class college students. Non-Probability Quota Sampling was used. The subject selected in this sample was age group of 17-18 year. **Research Design:** In the present study a balanced 2x2 factorial design will be used. **Variables-** The independent variables are Gender and Dependent variables are Emotional Intelligence. **Research Tools-** Emotional Intelligence scale by Hyde, Pethe, Dhor and Dhar(2002). **Statistical Treatment:** Mean, SD and 'F' values used. **Conclusions-** Female College Students high Self-awareness, Empathy, Self-Motivation, Managing Relations, Integrity, Self-development, Value orientation, Commitment, Emotional Stability, Altruistic Behavior Emotional Intelligence than Male College Students.

Keywords: *Self-awareness, Empathy, Self-Motivation, Managing Relations, Integrity, Self-development, Value orientation, Commitment, Emotional Stability, Altruistic Behavior, Male and Female college Students.*

The first academic use of the term “emotional intelligence” was in 1985 when Payne, a graduate student at an alternative liberal arts college in the U.S.A. at that time wrote a doctoral thesis, “A Study of Emotion: Developing Emotional Intelligence” which included the term “emotional intelligence” in the title.

Then in 1990, two American University Professors namely Salovey from Yale University and Mayer from New Hampshire University published two academic journal articles. The title of one of these papers was titled “Emotional Intelligence”. They attempted to measure

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scientifically the different people on the basis of their emotional ability, and they found that some people were able to identify better their own feelings and feelings of others and were capable of solving problems having emotional issues as compared to others.

Later the term “emotional intelligence” got its popularity, when Goleman (1995) who was basically a New York writer and consultant published a book “Emotional Intelligence: Why it can matter more than IQ”, which reveals the abundant information on the brain, emotions and behavior.

In 1998, Goleman published a book namely “Working with Emotional Intelligence”. In that book he elaborated the definition of emotional intelligence by saying that it consists of 25 skills, abilities and competencies.

Emotions are human being warning system that alert to what is really going on around. Emotions have been considered to be of such depth and power that in Latin, it is described as *Motus anima* meaning literally the spirit that moves us. Emotion is an umbrella term which includes the situation, the interpretation of the situation, the interpretation of the situation and the response related to the interpretation of the situation. Emotions have two dimensions. The physiological dimension considers emotion as a complex state of human mind, involving bodily changes of widespread nature such as breathing, pounding heart, flushed face, sweating palms, pulse rate, glandular secretions etc. The psychological dimension considers emotion as a state of excitement or perturbation marked by strong feelings. The „feelings“ are what one experiences as the result of having emotions.

Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others. When you understand how they feel, will allow you to manage relationships more effectively.

REVIEW OF LITERATURE

Brackett and Mayer (2003) Found that females scored higher than males on E. I. Sanchez Nunez et.al (2004) sandhu and Mehrotra (1999) reported that Male have higher level of emotional intelligence than females. Katyal and Awasthi (2005) found the emotional intelligence higher among females than male among adolescents of Chandigarh. Petrides and Furnham (2008) the study found the emotional Intelligence higher among Males than females. Chu (2002) reported that male have higher level of emotional intelligence than females. Suman Rani (2012) this study found that 1) Female high self-awareness, Self-development and Altruistic behavior than male 2) Male high Integrity, Self-Motivation, Commitment than Female. 3) There is no significance difference between male and female on Managing relation and Value Orientation.

Objective of the study

To examine the Gender differences in Emotional Intelligence Factor on dimension self-awareness, Empathy, Emotional stability, self-motive managing relations, Integrity, Self-development. Value orientation, Commitment and Altruistic behavior.

Hypothesis of the study

There is no significant difference between male and female college students on dimension self-awareness, Empathy, Emotional stability, self-motive managing relations, Integrity, Self-development. Value orientation, Commitment and Altruistic behavior.

METHODOLOGY

Sample

Total sample of present study 120, in which 60 were male and 60 females 12th Class college students. Non-Probability Quota Sampling was used. The subject selected in this sample was age group of 17-18 year. The sample of present study was shows as below.

Table No. 02

Variables	Gender		Total	
		Male Students		Female Students
Area of Residence	Urban Students	30	30	60
	Rural Students	30	30	60
Total		60	60	120

Research Design

2 x2 Factorial research design used.

B	A		
		A1	A2
	B1	A1,B1	A2,B1
	B2	A1,B2	B2,B2

A- Gender A1- Male Students A2- Female Students

B- Area of Residence B1- Urban Students B2- Rural Students

Variables of the Study

Variable	Type of variable	Sub. variable	Name of variable
Gender	Independent	2	1) Male Students 2) Female Students
Emotional Intelligence	Dependent	10	1) Self-awareness 2) Empathy 3) Self- Motivation 4) Emotional stability 5) Managing Relations 6) Integrity 7) Self- development 8) Value orientation 9) Commitment 10) Altruistic Behavior

Research Tools

Aspect	Name of the Test	Author
Emotional Intelligence	Emotional Intelligence scale (2002)	Anukool Hyde. Sanjot Pethe. Upinder Dhar

Emotional Intelligence Scale

This scale is developed and standardized by Anukool Hyde, Sanjot Pethe and Upinder Dhar (2002). The 34 items are rated on a five point scale. The subjects were required to respond to each item in terms of “Strongly disagree, Disagree, Neutral, Agree, strongly agree.” The test meant for knowing the difference between individuals. The 10 sub- scales are i.e. 1) Self-awareness, 2) Empathy, 3) Self- Motivation, 4) Emotional stability, 5) Managing Relations, 6) Integrity, 7) Self- development, 8) Value orientation, 9) Commitment, 10) Altruistic Behavior. This is well known test having high reliability (split-half reliability 0.88) and high validity (0.93).

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Procedures of data collection

The primary information was gathered by giving personal information from to each student. The students were called in a small group of 20 to 25 students. The students provided the Emotional Intelligence scale. Data were obtained by using particular scoring particular scoring palter standardized for each scale.

Statistical Techniques

Mean, S.D and ANOVA were College Students to analyses the data.

RESULTS AND DISCUSSION

The analysis of data interpretation and discussion of the results are reported.

Table No.01 Show the Mean, SD and F Value of Gender on Emotional Intelligence

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Self-awareness	Male College Students	13.56	2.56	60	118	5.09	0.05
	Female College Students	14.30	1.81	60			
Empathy	Male College Students	15.11	3.21	60	118	59.54	0.01
	Female College Students	18.50	2.82	60			
Self- Motivation	Male College Students	18.08	3.84	60	118	35.53	0.01
	Female College Students	20.55	2.68	60			
Emotional stability	Male College Students	11.83	3.30	60	118	39.54	0.01
	Female College Students	14.15	2.29	60			
Managing Relations	Male College Students	10.80	3.48	60	118	44.58	0.01
	Female College Students	13.45	3.18	60			
Integrity	Male College Students	8.48	2.05	60	118	48.30	0.01
	Female College Students	10.76	2.91	60			
Self- development	Male College Students	4.90	1.36	60	118	70.71	0.01
	Female College Students	6.73	1.27	60			
Value orientation	Male College Students	5.51	1.46	60	118	53.58	0.01
	Male College Students	7.08	1.42	60			
Commitment	Female College Students	5.36	1.36	60	118	59.16	0.01
	Male College Students	6.90	1.33	60			
Altruistic Behavior	Male College Students	5.42	1.45	60	118	46.43	0.01
	Female College Students	6.93	1.31	60			
Emotional Intelligence	Male College Students	98.93	14.35	60	118	109.12	0.01
	Female College Students	119.21	14.63	60			

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Observation of the table 4 indicated that Self-awareness of The mean and SD value obtained by the Male College Students 13.56 ± 2.56 , and Female College Students was $14.30, \pm 1.81$. It is observed that the calculated 'f' value (5.09) is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Female College Students high Self-awareness than Male College Students. A similar finding was found that Suman Rani (2012) found that Female high self-awareness than male.

Observation of the table 4 indicated that Empathy of The mean and SD value obtained by the Male College Students 15.11 ± 3.21 , and Female College Students was $18.50, \pm 2.82$. It is observed that the calculated 'f' value (59.54) is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Female College Students high Empathy than Male College Students. Suman Rani (2012) found that Female high Empathy than male.

Observation of the table 4 indicated that Self- Motivation of The mean and SD value obtained by the Male College Students 18.08 ± 3.84 , and Female College Students was $20.55, \pm 2.68$. It is observed that the calculated 'f' value (35.53) is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Female College Students high Self- Motivation than Male College Students. A Opposite finding was found that Suman Rani (2012) found that male high Self-Motivation than Female.

Observation of the table 4 indicated that Emotional stability of The mean and SD value obtained by the Male College Students 11.83 ± 3.30 , and Female College Students was $14.15, \pm 2.29$. It is observed that the calculated 'f' value (39.54) is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Female College Students high Emotional stability than Male College Students.

A Opposite finding was found that Prerna srivastava and N.K.Nagaicl (2014) there was no significant difference between boys and girls professional streams respect to Emotional stability. Ian Hay and Adrain, F. Ashman (2003) investigated on gender differences associated with the development of adolescent's sense of emotional stability. Renuka Joshi and Malti Gupta (2010) his found that no significant difference between boys and girls on this dimension of Emotional stability Boys and girls have almost similar level of Emotional stability or the boys and girls do not differ on this dimension of personality.

Observation of the table 4 indicated that Managing Relations of The mean and SD value obtained by the Male College Students 10.80 ± 3.48 , and Female College Students was $13.45, \pm 3.18$. It is observed that the calculated 'f' value (44.58) is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Female College Students high Managing Relations than Male College Students. A Opposite finding was found that Suman Rani (2012) there is no significance difference between male and female on Managing relation.

Observation of the table 4 indicated that Integrity of The mean and SD value obtained by the Male College Students 8.48 ± 2.05 , and Female College Students was $10.76, \pm 2.91$. It is observed that the calculated 'f' value (48.30) is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Female College Students high Integrity than Male College Students. A opposite finding was found that Suman Rani (2012) Male high Integrity than Female.

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Observation of the table 4 indicated that Self- development of the mean and SD value obtained by the Male College Students 4.90 ± 1.36 , and Female College Students was $6.73, \pm 1.27$. It is observed that the calculated 'f' value (70.71) is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Female College Students high Self- development than Male College Students. A similar finding was found that Suman Rani (2012) Female high Self- development than male.

Observation of the table 4 indicated that Value orientation of the mean and SD value obtained by the Male College Students 5.57 ± 1.46 , and Female College Students was $7.08, \pm 1.42$. It is observed that the calculated 'f' value (53.58) is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Female College Students high Value orientation than Male College Students. A similar finding was found Suman Rani (2012) there is no significance difference between male and female on Value Orientation.

Observation of the table 4 indicated that Commitment of The mean and SD value obtained by the Male College Students 5.30 ± 1.36 , and Female College Students was $6.90, \pm 1.33$. It is observed that the calculated 'f' value (59.16) is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Female College Students high Commitment than Male College Students. A opposite finding was found that Suman Rani (2012) male high Commitment than Female.

Observation of the table 4 indicated that Altruistic Behavior of The mean and SD value obtained by the Male College Students 5.42 ± 1.45 , and Female College Students was $6.93, \pm 1.31$. It is observed that the calculated 'f' value (46.43) is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Female College Students high Altruistic Behavior than Male College Students. A similar finding was found that Suman Rani (2012) Female high Altruistic behavior than male.

Observation of the table 4 indicated that Emotional Intelligence of The mean and SD value obtained by the Male College Students 98.93 ± 14.35 , and Female College Students was $119.21, \pm 14.63$. It is observed that the calculated 'f' value (109.12) is High than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Female College Students high Emotional Intelligence than Male College Students. A similar finding was found that Brackett and Mayer (2003) Found that females scored higher than males on Emotional Intelligence. Katyal and Awasthi (2005) found the emotional intelligence higher among females than male among adolescents of Chandigarh. A opposite finding was found that Sanchez Nunez et.all (2004) sandhu and Mehrotra (1999) reported that Male have higher level of emotional intelligence than females. . Petrides and Furnham (2008) the study found the emotional Intelligence higher among Males than females. Chu (2002) reported that male have higher level of emotional intelligence than females.

CONCLUSIONS

1. Female College Students high Self-awareness than Male College Students.
2. Female College Students high Empathy than Male College Students.
3. Female College Students high Self-Motivation than Male College Students.
4. Female College Students high Managing Relations than Male College Students.
5. Female College Students high Integrity than Male College Students.
6. Female College Students high Self-development than Male College Students.
7. Female College Students high Value orientation than Male College Students.

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8. Female College Students high Commitment than Male College Students.
9. Female College Students high Emotional Stability than Male College Students.
10. Female College Students high Altruistic Behavior than Male College Students.
11. Female College Students high Emotional Intelligence than Male College Students.

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Conflict of Interest

The authors colorfully declare this paper to bear not conflict of interests

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