

## A Comparative Study of Emotional Intelligence among College Students of Ranchi Town

Afreen Parween<sup>1\*</sup>, Dr. Bharati Roy<sup>2</sup>

### ABSTRACT

**Aim-** The purpose of the present study is to a comparative study of emotional intelligence among college students. **Method-** Samples were selected by stratified random sampling method. For that 80 students were selected randomly from different colleges of Ranchi town. Mangal Emotional Intelligence Inventory developed by Dr. S. K. Mangal & Mrs. Shubra Mangal (2004) and personal data questionnaire was used for data collection. Data were treated by Percentage, Mean, SD and Anova. **Result-** The average degree of emotional intelligence was observed in 47.5% of the students in the whole sample group. When compared to female college students, boy college students had a higher percentage of emotional intelligence (55%) (40%). When compared to their Hindu counterparts, Muslim college students had a larger percentage (55%) of average emotional intelligence (40%). Gender had a F value of 3.98, which was statistically significant at the 0.05 level, and religion had no effect on emotional intelligence. The interactional effect of gender and religion had a F value of 0.10, which was not statistically significant. **Conclusion-** Emotional intelligence was found in varying degrees across the entire group. Gender and religion interactions on emotional intelligence were not statistically significant. Gender has a big influence on emotional intelligence, while religion doesn't.

**Keywords:** Emotional Intelligence, College Students, Religion, Gender

Emotional Intelligence is one of the most discussed and crucial aspects of human nature. Individuals are now measured on their Emotional Quotient as well as their Intelligence Quotient. It is significant for everyone, including infants, adolescents, and adults. The majority of students enrolled in undergraduate studies are in their late adolescence. This is the age when a wide range of emotions manifest themselves. Young kids must learn how to be more conscious of their emotions, how to deal with circumstances including emotional shifts, and how emotions influence life success or failure. The student's emotional intelligence is also influenced by his or her choice of study field.

Emotions play a significant part in determining how people behave and react in many situations in everyday life. In our lives, the ability to recognise our own and others' feelings, to motivate ourselves, and to effectively manage emotions in ourselves and in our relationships is critical. For psychological insight and self-understanding, the ability to

<sup>1</sup> Ph.D. Research Scholar, Ranchi University, Ranchi, India

<sup>2</sup> Professor (Retd.), Ranchi University, Ranchi, India

\*Corresponding Author

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observe feelings from moment to moment is critical (Sowmya & Betsur, 2010). Positive emotions enhance life quality and assist in the management of emotional issues and disturbances. When opposed to individuals who just develop high levels of academic intelligence, emotional intelligence can help people achieve greater success in life [Goleman, 1998]. A person who is emotionally stable is better able to deal with challenges than someone who is emotionally disturbed. Emotions can manifest themselves in a variety of ways. Self-confidence and empathy are emotional traits that are distinct from other cognitive abilities since they are based on various brain locations. Through the use of various emotions, distinct personalities emerge.

Human people are full of emotions, and a teacher who understands how to harness them will have devoted students (Negi, 2011). Emotional intelligence gives them the emotional skills they need for teamwork (Kukreti & Balodi, 2011). It has long been assumed that success in any effort is determined by one's degree of intelligence, or intelligence quotient (IQ), as measured by academic achievement, examinations passed, and grades received, and so on, or, in other words, performing well in school. The scientific study of emotional intelligence dates back to the early 1990s, when papers revealed that humans have the ability to reason about emotions and use emotions to enhance thought.

Most people in educational institutions and businesses today are experiencing a loss of trust, shocking uncertainty, restricted creativity, distance between teachers and students, managers and co-workers, and vanishing loyalty, feeling of oneness, and dedication (Murphy, 2006). When students fail, it is not because they lack the intelligence to complete college course work, but rather because they lack basic Emotional Intelligence skills. They become excessively critical of themselves or blame their failure on others. In colleges and companies, emotional intelligence demands that these concerns be recognised and understood.

### **REVIEW OF LITERATURE**

A lot of work has been done on this variable, a few has been mentioned here which found relevant. Pandey et al. (2019) used statistical tests such as factor analysis, correlation, and MANCOVA to investigate the impact of emotional intelligence on university students' academic progress. The study's key findings demonstrated a positive and substantial association between each of the emotional intelligence components, implying that emotional intelligence has a favorable impact on students' academic performance. Jan and Anwar (2019) looked at emotional intelligence, library use, and academic achievement among university students and found that students with higher emotional intelligence scores visited the library more frequently, and that emotional intelligence and academic performance had a positive significant relationship. Jan et al. (2018) investigated the relationship between emotional intelligence, library anxiety, and academic accomplishment among university students, finding that all three variables had a substantial positive correlation. Tyagi and Gautam (2017) conducted a case study to investigate the association between emotional intelligence and student academic achievement. They discovered that as students' emotional intelligence scores rise, their academic accomplishment scores rise as well; the two variables have a positive relationship. Huda, Abdullah Mohsen Gashoah (2016) investigated the influence of various teaching approaches on increasing emotional intelligence and educational outcomes for students in grades studying science. The results show that Emotional Intelligence and Educational Outcome in the Control Group are positively correlated. The experimental group's Emotional Intelligence and educational outcomes have a negative association. LalChaman (2014) explored emotional intelligence in relation to academic achievement, home environment, and self-concept at the secondary level. Students

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with high emotional intelligence outperform their counterparts intellectually, according to the study. Students in boarding schools have better levels of emotional intelligence than students in daily high schools and religious high schools, according to Najib Ahmad Marzuki et al (2012). Louis and Emerson studied high school students' adolescent adjustment (2012). A Brief Report on Mid-Adolescence Transitioning found that both boys and girls had challenges in emotional, social, and educational domains. However, there were no significant gender disparities identified. In a study of the differences in emotional intelligence among students majoring in science, economy, and arts, Jayawerdana and Jayawerdana (2012) discovered that students majoring in science had better emotional intelligence than those majoring in economy and arts.

Katyal and Awasthi (2005) conducted research on "Gender Differences in Emotional Intelligence among Adolescents of Chandigarh." The results found that mean emotional intelligence scores differed between boys and females, with girls scoring higher than boys. Tiwari and Srivastava (2004) conducted a study named "College and Emotional Intelligence Development." The study's findings revealed that gender had a substantial impact on the various components of emotional intelligence, however medium of instruction and grade had little impact on emotional intelligence. Drago (2004) investigated the link between emotional intelligence and academic performance in non-traditional college students. Emotional intelligence was found to be significantly connected to student GPA, cognitive capacity, and age.

### **METHODS**

#### *Objectives*

- To study the levels of emotional intelligence among boy, girl, Hindu and Muslim college students of Ranchi town.
- To study the main and interaction effect of gender and religion on emotional intelligence of college students of Ranchi town.

#### *Hypotheses*

- The levels of emotional intelligence will vary in total sample and sub-groups based on gender and religion.
- There will no significant main and interaction impact of gender and religion on the emotional intelligence of college students of Ranchi town.

#### *Research Design*

The stratified random sampling technique was used to select the sample from different college of Ranchi town. There were four strata based on gender and religion. From each stratum 20 cases were selected thus, altogether 80 samples were selected. The sample of the proposed study was based on a  $2 \times 2 = 4$  Factorial design. The stratification was based on:

- Gender (Boy and Girl )
- Religion (Hindu and Muslim)

#### *Tools*

##### **Personal data questionnaire (PDQ)**

Personal data questionnaire will be prepared by the investigator to collect information. Where relevant information will be collected regarding the criteria of sampling such as age, gender, education, religion, family income and residential background of the subjects.

**Mangal Emotional Intelligence Inventory (MEII)**

Mangal Emotional Intelligence Inventory was developed and standardized by Dr. S. K. Mangal and Mrs. Subhra Mangal (2004). This inventory has been designed for use with Hindi and English knowing 16+ years age of students for measurement of their emotional intelligence in respect of four areas or aspects of emotional intelligence namely, Intra-Personal Awareness (own emotions), Inter- Personal Awareness (others emotions), Intra-Personal Management (own emotions) and Inter- Personal Management (others emotions). It has 100 items, 25 each from the four areas to be answered as yes or no. The reliability of the test was examined using ‘Split- half method’, Test- retest method and KR formula-20 and that was significantly good (.89, .90 and .92 respectively). The validity of the scale was .662.

**Procedure**

Samples of were selected from different colleges of Ranchi town. 20 college students were selected in each group. The research tool Mangal Emotional Intelligence Inventory along with personal data questionnaire was administered on the selected sample. The participants were asked to fill up the questionnaire, than measured the level of emotional intelligence. Participants were rated by their answer making to yes or no. score one is awarded for each answer. The lower the score the higher will be the level of emotional intelligence.

**RESULT AND DISCUSSION**

The hypothesis which can be tested with the help of response sheets of the respondents on Mangal Emotional Intelligence Inventory was scored and statistically treated using percentage, mean, SD, and Anova and data can be analyzed using Statistical Package for the Social Sciences (SPSS). The outputs of SPSS are as given in Table 1, 2, 3 and Table 4.

**Table 1**  
*Level of Emotional Intelligence among total sample*

Group	Very Good		Good		Average		Poor		Very Poor	
	n	%	n	%	n	%	n	%	n	%
Total sample	8	10	6	7.5	38	47.5	16	20	12	15

Note. Total sample= 80. Very Good=88 and Above, Good=75-87, Average=61-74, Poor=48-60, Very Poor=47 and Below:

Out of 80 college students, 8(10%) were very good, 6(7.5%) were good, most of college students 38(47.5%) had average level of emotional intelligence, 16(20%) college students had poor level and 12(15%) students had very low levels of emotional intelligence.

**Table 2**  
*Level of Emotional Intelligence among sample sub-group based on gender*

Group	Very Good		Good		Average		Poor		Very Poor	
	n	%	n	%	n	%	n	%	n	%
Boy Students	4	10	4	10	22	55	8	20	2	5
Girls Students	4	10	2	5	16	40	8	20	10	25

Note. Total sample= 80 (n= 40 for each groups) Very Good=88 and Above, Good=75-87, Average=61-74, Poor=48-60, Very Poor=47 and below.

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From table 2, it is evident that Percentage of very good level of emotional intelligence was found same among boy and girl college students 4(10%). Boy students showed higher level of good emotional intelligence 4(10%) as compared to female 2(5%). Boy students showed higher level of average emotional intelligence 22(55%) as compared to female 16(40%). On the other hand percentage of college students on poor level of emotional intelligence was found same among boy and girl 8(20%). Girl students had very poor level of emotional intelligence much higher 10(25%) than boy students 2(5%).

Thus, the hypothesis “The levels of emotional intelligence will vary in total sample and sub-groups based on gender and religion.” in context of sample sub-groups based on gender were accepted. It may therefore be said that prevalence of emotional intelligence among boys and girls were different.

**Table 3**  
**Level of Emotional Intelligence among sample sub-group based on religion**

Group	Very Good		Good		Average		Poor		Very Poor	
	n	%	n	%	n	%	n	%	n	%
Hindu Students	6	15	4	10	16	40	6	15	8	20
Muslim Students	2	5	2	5	22	55	10	25	4	10

*Note.* Total sample= 80 (n= 40 for each groups) Very Good=88 and Above, Good=75-87, Average=61-74, Poor=48-60, Very Poor=47 and below.

From table 3, it is evident that Percentage of Hindu students in very good level of emotional intelligence was higher 6(15%) as compared to Muslim students 2(5%). Hindu students showed higher level of good emotional intelligence 4(10%) as compared to Muslim 2(5%). Hindu students showed lower level of average emotional intelligence 16(40%) as compared to Muslim 22(55%). On the other hand percentage of Muslim college students on poor level of emotional intelligence was found higher 10(25%) as compared to Hindu students 8(20%). Hindu students had very poor level of emotional intelligence higher 8(20%) than Muslim students 2(5%). Thus, the hypothesis “The levels of emotional intelligence will vary in total sample and sub-groups based on gender and religion.” in context of sample sub-groups based on religion were accepted. It may therefore be said that prevalence of emotional intelligence among Hindu and Muslim were different extent.

The second objectives was to independent and interaction effects of gender and religion on emotional intelligence. The data was analyzed with the help of Anova and the results are given in **Table 4.**

**Summary of two way ANOVA for gender and religion on the level of emotional intelligenc**

Source	Sum of Squares	df	Mean Square	F
Gender	801.02	1	801.02	3.98*
Religion	55.22	1	55.22	0.27(NS)
Gender * Religion	0.02	1	0.02	0.10(NS)
Between	856.27 <sup>a</sup>	3	285.42	1.41
Error	7242.70	76	95.30	
Total	8098.98	79		

*Note.* N= 80, ANOVA= analysis of variance; df= degree of freedom; Dependent variable= Emotional intelligence; Independent= gender and religion. \*p<.05\*\*p<.01. NS= Not significance

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A look at the above table 2 depicts that the gender produce significant impact on emotional intelligence. The obtained F value was 3.98 which was statistically significant at 0.05 level. Religion had no found independent effect on emotional intelligence. The F Value was 0.27 which was statistically not significant. The F value for interactional effect of gender and religion was 0.10 which was not significant.

### CONCLUSION

As a result, the null hypothesis "There would be no significant main and interaction influence of gender and religion on the emotional intelligence of college students in Ranchi town" was proposed. is rejected in the perspective of gender. As a result, both boys and girls college students were shown to have emotional intelligence to varying degrees, and this was accepted in the context of religion. As a result, both Hindu and Muslim college students were found to have emotional intelligence to the same degree, and the null hypothesis in the context of gender and religion interaction was accepted. The emotional intelligence levels did not differ significantly according to the F-ratio. As a result, both gender and religion college students were discovered to have the same extent in emotional intelligence.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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