Research Paper

Emotional Intelligence as Predictors of Locus of Control Among Male and Female College Students

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ABSTRACT

Women navigate diverse emotional and physical challenges independently, bolstered by strength and confidence. Women are becoming more driven than ever to pursue development on both a personal and professional level. Women who are skilled at managing relationships open up a powerful source of empowerment that permeates all areas of their lives. Emotional intelligence and locus of control are crucial for women's empowerment. Enhanced emotional intelligence fosters a sense of agency, empowering women to shape their own lives and outcomes. So, the study aims to find Emotional Intelligence as a predictor of Locus of control among male and female college students. The objective of the present study is: (1) To find gender differences in emotional intelligence and locus of control among college students ;(2) To find the relationship between emotional intelligence and locus of control among college students;(3) to find the Emotional Intelligence as predictors of Locus of control among male and female college students. The study was conducted among 218 college students (109 female,109 male). The variables, Emotional Intelligence & Locus of Control were measured using the Emotional Intelligence Scale (EIS-SANS) (Dr. Arun Kumar Singh and Dr. Shruti Narain) and Levenson's Scale for Locus of Control (I-E Scale) (Harold D Levenson 1973). A quantitative research design was used and appropriate research analysis was done such as correlational analysis, comparison test, and regression analysis based on the descriptive statistics.

Keywords: *Emotional Intelligence, Locus of Control, Gender Difference*

Early adulthood comes after the stage of life known as emerging adulthood. Young adults in the 18 to 25 age group are typically considered emerging adults. This stage of life is also known as the time when a person experiences physical, mental, and biological change or growth. They tend to develop a stronger sense of self-focus, intelligence, take on more duties, and become more upbeat throughout this stage. It can also be characterized as the moment a person starts to behave like an adult. Emerging adults concentrate on themselves at this time as they work to acquire the sense of control, knowledge, abilities, and self-understanding they will need for adult life.

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Emerging adulthood, a distinct stage of development spanning from late adolescence to early adulthood, represents a period of profound transition and exploration. Marked by increasing independence, identity formation, and the pursuit of higher education and career goals, emerging adults navigate a multitude of challenges and opportunities as they transition into full adulthood. During this pivotal stage of development, individuals grapple with various psychosocial and cognitive tasks, including establishing autonomy, forming intimate relationships, and solidifying their sense of identity and purpose. Emotional intelligence, which encompasses the ability to recognize, understand, and manage one's own emotions and those of others, plays a crucial role in navigating these developmental milestones. Moreover, emerging adulthood is a period characterized by heightened exploration and experimentation across multiple domains, including career aspirations, romantic relationships, and personal values. As emerging adults confront the complexities of adulthood, their locus of control beliefs whether they perceive control over their lives as internal or external may significantly impact their decision-making processes, coping strategies, and overall well-being.

Emotional Intelligence
In the realm of human behavior and psychology, the concept of emotional intelligence (EI) has emerged as a crucial determinant of individual success and well-being. he theory of emotional intelligence was introduced by Peter Salovey and John D. Mayer in the 1990s, and further developed and brought to the lay public by Daniel Goleman. The emotionally intelligent are highly conscious of their emotional states, even negative ones from frustration or sadness to something more subtle. Signs of low emotional intelligence include poor social skills, not listening to others, blaming others for your problems, reacting impulsively, being argumentative and lack of self-awareness or empathy. Boyatzis, et al. (1995) popularized emotional intelligence, defining it as the ability to understand one's own and others' feelings in order to empower oneself and manipulate emotions effectively in one's own and one's relationships. The following is how he categorizes Emotional Intelligence abilities in oneself and one's relationships. He classified the skills of Emotional Intelligence as follows. 1. Self-awareness (knowing our emotions, our positive and negative points); 2. Self-regulation (controlling and managing our emotions); 3. Motivation (motivating ourselves); 4. Empathy (understanding emotions in other people); and 5. Social skills (handling our relationship with others). Rooted in the ability to recognize, understand, and manage one's own emotions, as well as those of others, emotional intelligence plays a pivotal role in shaping various aspects of human interactions, decision-making processes, and personal development. However, its influence extends beyond mere interpersonal dynamics, extending into cognitive processes and self-perceptions, such as locus of control.

Theories on Emotional Intelligence
1. Ability Model (Mayer and Salovey): Developed by Peter Salovey and John Mayer, this model conceptualizes emotional intelligence as a set of abilities related to perceiving, understanding, using, and managing emotions. It includes four branches: perceiving emotions, using emotions to facilitate thinking, understanding emotions, and managing emotions. This model emphasizes the cognitive aspects of emotional intelligence and suggests that these abilities can be measured through performance-based tests.
2. Mixed Model (Daniel Goleman): Daniel Goleman's model of emotional intelligence proposes that EI consists of both personal and social competencies. Personal competencies include self-awareness and self-management, while social competencies include social awareness and relationship management. Goleman's

model emphasizes the importance of interpersonal skills and their impact on leadership and success.

3. Trait Model (Bar-On): Developed by Reuven Bar-On, this model defines emotional intelligence as a set of emotional and social skills that influence the ability to cope with daily demands and pressures. It includes five main components: self-perception, self-expression, interpersonal relationships, decision-making, and stress management. Bar- On's model focuses on emotional and social aspects of functioning and views emotional intelligence as a trait that can be measured through self-report questionnaires.

4. Four-Branch Model (Goleman and Boyatzis): This model, proposed by Goleman and Richard Boyatzis, divides emotional intelligence into four components: self-awareness, self-management, social awareness, and relationship management. Similar to Goleman's mixed model, this model emphasizes the importance of both intrapersonal and interpersonal skills in effective leadership and social interaction.

5. Genos Model: The Genos model of emotional intelligence focuses on workplace applications and defines EI as the ability to recognize, understand, and manage emotions in oneself and others in order to drive positive workplace outcomes. It includes six core competencies: emotional self-awareness, emotional expression, emotional awareness of others, emotional reasoning, emotional self-management, and emotional management of others.

Locus of Control

Locus of control, a fundamental psychological concept introduced by Julian B Rotter(1950s) refers to the extent to which individuals believe they can control events that affect them. Someone with an internal locus of control will believe that the things that happen to them are greatly influenced by their own abilities, actions, or mistakes. A person with an external locus of control will tend to feel that other forces such as random chance, environmental factors, or the actions of others are more responsible for the events that occur in the individual's life. locus of control falls on a spectrum. Genetic factors may influence one's locus of control, as well as an individual's childhood experiences particularly the behaviours and attitudes modelled by their early caregivers. This belief system includes the perception of these events as either externally directed, impacted by elements like fate, luck, or other people's acts, or inwardly driven, influenced by own actions. People who possess an internal locus of control tend to accept accountability for their deeds and to actively adjust to and handle novel events in life. Comprehending the dynamic relationship among emotional intelligence, gender, and locus of control can shed light on how people of different genders interpret and react to life experiences, ultimately influencing their perception of personal agency and control.

Internal Locus of Control

People who have an internal locus of control believe they have a great deal of influence over their life and the consequences they experience. They usually put the blame for both achievements and setbacks on their own deeds, abilities, and efforts. Feelings of empowerment and self-assurance in one's capacity to shape events and bring about desired results are frequently linked to this sense of personal agency and responsibility. For example, when presented with a difficult circumstance, like getting a good mark on an exam, people who have an internal locus of control tend to attribute their success to their diligence and hard effort. This kind of thinking fosters proactive actions and problem-solving techniques, which may differ between genders and be further impacted by emotional intelligence levels.

External Locus of Control

The term "external locus of control" refers to a psychological construct wherein individuals perceive external factors as primarily responsible for shaping their lives and determining outcomes. Specifically, individuals with an external locus of control tend to attribute successes and failures to factors beyond their personal control, such as luck, fate, chance, or the actions of others. This perspective may lead them to feel less agency and empowerment in navigating their lives, as they believe their circumstances are largely dictated by external forces rather than their own actions or efforts. Individuals with lower emotional intelligence may struggle to regulate their emotions effectively, which can lead to a greater reliance on external factors to explain outcomes, contributing to an external locus of control.

Theories on Locus of Control

Numerous psychological theories provide light on the connection between emotional intelligence and locus of control, especially as it relates to gender disparities. The following theories may be pertinent to the investigation into how emotional intelligence affects gender variations in locus of control:

1. Social learning theory: Albert Bandura developed the social learning theory, which places a strong emphasis on how socializing and observational learning influence behavior. This idea holds that people pick up views about control by seeing the actions and results of others. According to the study, socialization processes including gender norms and role models may have an impact on how people perceive their own power over their life, leading to gender variations in emotional intelligence and locus of control.

2. Cognitive-Behavioral Theory: This theory, which has its roots in the research of Albert Ellis and Aaron Beck, contends that people's emotions and behaviors are influenced by their ideas, beliefs, and interpretations. Cognitive-behavioral theorists suggest that cognitive processes including selective attention, interpretation, and memory biases affect people's attributions for events (internal vs. external) in terms of locus of control. These cognitive processes may be moderated by emotional intelligence, which could have an impact on people's interpretations and reactions to events as well as their views about their locus of control.

3. Trait Theory: According to theories of personality, such the Five-Factor Model of Personality, personality traits have a big influence on how people behave and think. According to some study using this approach, perceptions about locus of control may be linked to specific personality qualities like neuroticism and openness. These characteristics may interact with emotional intelligence, which includes social skills and personality traits, to affect locus of control and may contribute to gender inequalities.

4. Gender Schema idea: According to this idea, people form mental models, or schemas, regarding gender roles and actions in response to cultural norms and expectations. According to gender schema theory, these schemas affect people's behaviors, beliefs, and self-perceptions as well as those of others. Gender schemas have the potential to influence how people perceive themselves and their control over others in the context of emotional intelligence and locus of control, resulting in gender disparities in these variables.

Need and Significance of the study

Women navigate diverse emotional and physical challenges independently, bolstered by strength and confidence. There is no doubt that women's empowerment is becoming more and more important in the current society. Women are becoming more driven than ever to

pursue development on both a personal and professional level, to overcome obstacles through their own routes to success. Even if there has been a noticeable increase in empowerment, it is important to understand that empowerment is a process that involves more than simply personal success. There is an urgent need to emphasize the significance of Emotional Intelligence well in the goal of women's empowerment.

In the pursuit of women's empowerment, the significance of preparing women with the skills to navigate relationships cannot be overstated. Relationships are the foundation of our lives, whether they are social, professional, or personal. They shape our sense of self, our chances for development, and our general well-being.

Emotional Intelligence may play a critical factor in determining how people perceive their level of control in life. Even in the face of difficulty, those with high emotional intelligence may better able to control their emotions.

In this scenario a study on the prediction of Emotional Intelligence on Locus of Control among male and female is important. So, the result of the study helps us to analyse whether Emotional Intelligence predict the Locus of Control among male and female college students and to find the gender difference in Emotional Intelligence and Locus of Control among male and female college students.

The aim of the study
The present study was to find whether Emotional Intelligence predicts Locus of Control among male and female college students.

METHODOLOGY
A research method is the totality of all the procedures followed by the investigator to make the research more scientific and valid to the extent possible. It includes all those methods/techniques that are used for the conduction of research. It covers all those methods which are used by the researcher during the course of studying his/her research problem. This chapter presents the research design and the strategies used by the investigator to gather the required data and derive meaning from the data obtained.

Population and sample
A population is the entire group that you want to draw conclusions about. A sample is the specific group that you will collect data from. The size of the sample is always less than the total size of the population. The population of the present study was college students inside Kerala. In that, the samples were 109 male and 109 female between the age group of 18-25 years.

Objectives
1. To find gender differences in Emotional Intelligence and Locus of Control among college students.
2. To find the relationship between Emotional Intelligence and Locus of Control among college students.
3. To find whether Emotional Intelligence predicts the Locus of Control among male and female college students

Hypothesis
1. There are no Gender Differences in Emotional Intelligence and Locus of Control among college students.
2. There is no significant relationship between Emotional Intelligence and Locus of Control among college students.
3. Emotional Intelligence not predicting Locus of Control among male and female college students.

Research Design
Research design is the framework of research methods and techniques chosen by a researcher. The design allows researchers to hone in on research methods that are suitable for the subject matter and set up the studies for success.

Operational definition of the variables
- **Emotional Intelligence:** According to Mayer and Salovey (1997), it is "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."
- **Locus of Control:** Julian B. Rotter in the 1950s described locus of control as an individual's beliefs about the extent to which they have control over events in their lives.
- **Gender:** The American Psychological Association (APA) defines gender as the "psychological, behavioral, and cultural characteristics associated with being male or female." This definition recognizes that gender encompasses not only biological differences (sex), but also social and cultural factors that influence individuals' self-concept, identity, and behavior in relation to masculinity, femininity, or other gender identities.

Inclusion Criteria
- College Students
- Female and Male students
- College students between 18 – 25 years
- Inside Kerala

Exclusion Criteria
- Transgenders
- Individuals who are not part of educational institutions
- Individuals having psychological problems

Variables
A variable is defined as anything that has a quantity or quality, that varies.

Independent variables
The independent variable is those variables which is independent of other variables in the study and can be manipulated. It is the cause.
- Locus of control

Dependent variable
The dependent variable is those variables which depend on the independent variable and change accordingly. It is considered as the effect.
- Emotional Intelligence

Measures
The present study involves variables like Emotional Intelligence and Locus of control hence different measures are needed. The instruments used include those which have been developed and standardized by experts in the field. The selected measures are,

Emotional Intelligence Scale
The scale was developed by Arun Kumar Singh and Shruti Narain. The scale consists of 31 statements which includes 4 dimensions: Understanding Emotions, Understanding Motivation, Empathy & Handling Relations ie a) understanding emotions is the ability of individual to identify emotions in ones and others physical state, b) understanding motivation where an individual has a high achievement drive together with the tendency to be optimistic, c) empathy is the ability to understand oneself mentally with others, d) handling relations is the ability to manage and handle relations with others in a better way. It is a measure including statements related to a person's daily life. Responses are in the form of 'yes or no'.

Scoring
The answers of those items which tallied with the answers given in the scoring key were given a score of +1. If they didn't tally, they were given a score of 0.

Reliability and validity
The test-retest reliability was calculated, by administrating the test on the same sample(N=100). It was found to be 0.86 alpha coefficients, which was significant at 0.01 level. The concurrent validity was found to be 0.86, which was significant at .01 level

Locus of Control
The scale was developed by Harold D Levenson, in 1973. The present scale is the Likert-type scale, with multiple-choice responses presented in a continuum. The scale consists of 24 statements, each for P-powerful others, C- C-chance control, and I-individual control. Powerful others(P) are the belief about control by powerful others. High scores indicate that other people control the outcomes. Chance control(C) is the belief about chance control. High scores indicate that unordered, chance or random events control your outcomes.

Individual control(I) is the belief about individual control. High scores indicate that outcomes are controlled by oneself- that current situations and rewards are direct outcomes of one's control.

Scoring
This test is a five-point Likert-type scale which is to be hand-scored with a stencil scoring key. Each answer scores 1, 2, 3, 4, or 5 points. In this five-point scale, responses range from Strongly Agree, Agree, Undecided, Disagree to Strongly Disagree & the responses are given weight from 1 to 5. The maximum score obtained is 120 and the minimum score obtained is 24.

Reliability and Validity
The test-retest reliability coefficient was found to be 0.76(N=200). Apart from the high reliability and predictive validity, the present scale was also validated against the Rotter's Locus of Control Scale i.e. the concurrent validity was also established. A test's concurrent validity indicates the extent of its agreement with other present criteria measuring similar or the same psychological operations or traits. The present scale was validated by correlating it with Roter's Locus of Control Scale (1-B Scale). This was done by giving both the scales one after another with very little time interval in between. Scores of both scales were then correlated with each other, and the correlation coefficient was found to be 0.54 (with N= 220).

Personal data schedule
The relevant information like age and gender were gathered through a personal data schedule. And were properly categorized and assigned to numerical codes to each variable.

Procedure
Data were collected from the college students residing at Kerala. Using Google form all the items in the 2 instruments along with a personal data sheet were prepared. For collecting data, the investigator collected a number of email addresses. Initially investigator requested wholehearted participation from the participants through email, then those who were given confirmation and agree to participate in the study; the investigator mailed the Google form. Initially, the Google form was sent to more than 250 participants but only 219 were returned. Then the Google sheet was coded and cleaned, then the Excel sheet is spread into the statistical package and finally there were 219 valid responses used for analysis. The data was collected using convenient sampling technique. After the data collection, scoring was done. Later, the data was analyzed using statistical tool, SPSS. Finally, the conclusion was drawn based on the results obtained by statistical analysis.

Statistical techniques Used
To achieve the objectives or to test the hypotheses, the investigator has used statistical techniques such as Mann Whitney U test and Spearman correlation. Every description of the statistical technique is described below.

Mann-Whitney U Test
A Mann-Whitney U test (sometimes called the Wilcoxon rank-sum test) is used to compare the differences between two independent samples when the sample distributions are not normally distributed and the sample sizes are small (n <30). It is used to compare the distributions of two independent groups when the data are measured on an ordinal or continuous scale. It assesses whether the distributions of the two groups differ significantly from each other without assuming that the data are normally distributed. It is considered to be the nonparametric equivalent to the two-sample independent t-test. It's commonly used in research across various fields, including psychology, sociology, biology, and economics when comparing two independent groups on a non-normally distributed outcome variable.

Correlation
A coefficient of correlation is a sample index that represents the relation between two variables. It can be computed in different ways depending on the nature of the data.
Spearman's Correlation [ρ (rho)] technique is used here. Spearman's correlation requires the data to be continuous data that follow a monotonic relationship or ordinal data. In a monotonic relationship, as one variable increases, the other variable tends to either increase

or decrease, but not necessarily in a straight line. Spearman's correlation coefficients range from -1 to +1. The sign of the coefficient indicates whether it is a positive or negative monotonic relationship. A positive correlation means that as one variable increases, the other variable also tends to increase. A negative correlation signifies that as one variable increases, the other tends to decrease. Values close to -1 or +1 represent stronger relationships than values closer to zero. Strongly positive Spearman's correlations indicate that high ranks of one variable tend to coincide with high ranks of the other variable. Negative correlations signify that high ranks of one variable frequently occur with low ranks of the other variable.

Regression

In statistical modelling, regression analysis is a set of statistical processes for estimating the relationship between a dependent variable and one or more independent variable. The four kinds of regressions discussed are multivariable/multiple linear regression, multivariate multiple linear regression, multinomial logistic regression, and multivariate non- linear regression. Multiple Regression is used here. It is a kind of regression model that is used to estimate the relationship between two or more independent variables and one dependent variable. It is also called Multiple Linear Regression (MLR). It is a statistical technique that uses several variables to predict the outcome of a response variable. The goal of multiple linear regression is to model the linear relationship between the independent variables and dependent variables.

RESULT AND DISCUSSION

Table: 1 The table shows the total reliability of the concerned variables Emotional Intelligence and Locus of Control.

Variables	No of items	N	A
Locus of Control			
Emotional Intelligence	55	218	0.642

Table 1 indicates the total reliability of the concerned variables emotional intelligence and locus of control is 0.642. So, it shows a high level of reliability.

Table: 2 The table shows the normality of powerful others, chance control, individual control, understanding emotions, understanding motivation, empathy, and handling relations.

Variables	K	df	P
Powerful Others	0.991	218	0.222
Chance Control	0.990	218	o.134
Individual Control	0.986	218	0.035
Understanding Emotion	0.795	218	0.000
Understanding motivation	0.936	218	0.000
Empathy	0.930	218	0.000
Handling Relation	0.902	218	0.000

Table 2 indicates the normality of powerful others, chance control, individual control, understanding emotions, understanding motivation, empathy, and handling relations. As the P value denotes most of the variables are not normally distributed. So non-parametric tests were used for analysis.

Table: 3 The table shows the Spearman's rank correlation between Emotional Intelligence and Locus of control.

	Powerful Others	Chance Control	Individual Control
Understanding Emotion	-0.045	-0.78	0.299**
Understanding Motivation	-0.109	-0.177**	0.263**
Empathy	-0.092	-0.122	0.309**
Handling Relation	0.116	0.026	0.383**

**=p<0.01, *=p<0.05, NS=not significance

Table 3 indicates Spearman's rank correlation between Emotional Intelligence and Locus of control. From this table, it can be inferred that the dimensions of understanding emotion, understanding motivation, empathy, and handling relations are highly correlated with individual control.

The dimension Understanding Emotion of Emotional Intelligence is positively correlated with the dimension Individual control of Locus of Control (ρ= 0.299). This may because Individuals with a high sense of control over their emotions are often better equipped to regulate them effectively. This ability to regulate emotions contributes to a sense of control over one's inner experiences, leading to an internal locus of control. Understanding emotions can enhance self-efficacy because it allows individuals to recognize their emotional responses in various situations and develop strategies to cope with challenges effectively. As self- efficacy increases, so does the perception of control over outcomes.

The dimension, Understanding Motivation of Emotional Intelligence is Negatively correlated with chance control of Locus of Control (ρ = -0.177). This may because People with internal locus of control tend to understand their motivations better and believe they can shape outcomes. In contrast, those with an external locus of control attribute events to external factors and may have less insight into their motivations. Understanding Motivation is positively correlated with Individual control of Locus of control (ρ = 0.263). this may because when we comprehend what drives us, it empowers us to make intentional choices, persistently pursue our goals, and shape our destiny. Motivation fuels self-control efforts, leading to goal achievement. Moreover, intrinsically motivated individuals tend to experience higher subjective well-being. By actively seeking opportunities aligned with our passions, we exercise greater control over our lives.

The dimension, Empathy of Emotional Intelligence is positively correlated with Individual Control of Locus of Control (ρ= 0.309). This might be because being empathetic means having the capacity to comprehend and identify with the feelings and viewpoints of others, which calls for a high level of interpersonal sensitivity and self-awareness. An internal locus of control is in line with this increased self-awareness, which promotes a feeling of control over one's emotions and reactions. The relationship between Empathy and Individual Locus of Control is positively correlated, demonstrating the interdependence of interpersonal dynamics and interior feelings. This relationship also highlights the mutually reinforcing nature of emotional intelligence and views about personal agency.

The dimension Handling Relations of Emotional Intelligence is positively correlated with Individual Control of Locus of Control (ρ=0.383). This is explained by how views about personal agency and interpersonal abilities are intertwined. The skill of managing and preserving wholesome relationships with people is known as "handling relations," and it calls for skill in effective communication, empathy, and conflict resolution. Those who are

good at handling relationships are frequently skilled at recognizing and controlling both their own and other people's emotions, which demonstrates a high sense of self-awareness and emotional control.

Table: 4 the tables show the variables. Gender, mean rank. U value and z value of the data

Variables	Gender	N	Mean Rank	U	Z
Powerful Others	Male	109	116.9	5188.00	-1.619
	Female	109	102.6		
Chance Control	Male	109	115.39	5298	-1.383
	Female	109	103.61		
Individual Control	Male	109	122.35	4540**	-3.018
	Female	109	96.65		
Understanding Emotion	Male	109	114.31	5416.5	-1.218
	Female	109	104.69		
Understanding Motivation	Male	109	113.69	5338.5	-1.323
	Female	109	105.31		
Empathy	Male	109	103.98	5483.5	-1.003
	Female	109	115.02		
Handling Relation	Male	109	118.27	4984.5*	-2.093
	Female	109	100.73		

**=p<0.0,*=p<0.05, NS=not significance

There is no significant difference among male and female for the dimensions of locus of control such as powerful others and chance control and the dimensions of emotional intelligence such as understanding emotion, understanding motivation and empathy.

The value of z score shows the standard deviation away from the mean. The dimension individual control of locus of control has negative z score which reveals the raw score is below the mean average (z = -3.018). Individual control has high significant difference among male and female (U = 4540). Male (122.35) have high individual control than female (96.65). Men might display a greater internal locus of control because of socialization, societal standards, and vocational roles. Boys are conditioned from a young age to be self-sufficient and independent, which helps them believe that they have control over their own destiny. Men are also frequently positioned in leadership roles due to cultural expectations, which strengthens their sense of control. Men who think they have control over their health

decisions are more likely to adopt healthy habits. Their internal locus of control is further enhanced by their propensity for taking risks and their proactive professional goals.

Men who have an internal locus of control accept accountability for their actions and are more resilient in relationships.

For the dimension handling relations of Emotional Intelligence have negative z score which reveals that the raw score is below mean average (z= - 2.093). Handling relations have significant difference among male and females (U= 4984.5). Male (118.27) have more handling relations than female (100.73). This might be because men learn how to handle relationships through a combination of practice, communication, empathy, and self-awareness. Recognizing one's emotions, strengths, and potential growth areas in social interactions is the first step in developing self-awareness. Developing empathy requires men to comprehend the needs, feelings, and perspectives of others. These skills can be developed via active listening, perspective-taking, and seeking out opposing views. Possessing strong verbal and nonverbal communication skills, as well as being forceful and actively listening, is essential. By using these techniques in social, professional, and personal contexts, men can improve their handling of relationships. They might have also learned from their experiences.

To help them enhance their handling of relationships and ultimately build deeper, more meaningful connections with others, they may also look for mentors, role models, or other resources that offer advice and support.

Table: 5 Summary of statistical characteristics of regression

Index	R	R^2
Regression	0.456	0.208

R^2 indicates the explanatory power of the regression model on Emotional Intelligence. What constitutes a good 'R^2 differs depending on the setting and type of data used. R square is simply the percentage of variance in the dependent variable (Emotional Intelligence) explained by the collection of independent variables (Locus of Control). In this case, the percentage of variance in Emotional Intelligence accounted for by dimensions of Locus of Control was about 20.8. That is, about 20.8% (R square= 0.208) changes in Emotional Intelligence

Table: 6 Summary of the ANOVA

Index	Sum of squares	DF	Mean Square	F
Regression	829.957	3	276.652	
				18.688**
Residual	3168.043	214	14.804	
Total	3998.000	217		

$**p<0.01$

To test the linear relationship between the independent and dependent variable regression ANOVA was done and the results showed that at a 1% error level, there is a linear relationship between dimensions of Emotional Intelligence and Locus of Control.

Table: 7 Summary of simultaneous regression between dimensions of Emotional Intelligence with Locus of Control

Index	B	Beta	t-value
Constant	11.453		4.777
Powerful Others	0.038	0.045	0.551
Chance Control	-0.137	-0.148	-1.824
Individual Control	0.475	0.437	7.156**

**p<0.01

From this table, it can be seen that Emotional Intelligence were a significant predictor of Individual control (Dimension of Locus of Control) among male and female.

High Emotional Intelligence in individuals recognize their emotions and manage them effectively. This self-awareness empowers them to make intentional choices aligned with their goals. Emotional Intelligence serves as a significant predictor of individual control, shaping our ability to influence outcomes and shape our destinies.

Based on the results of regression analysis the relation between Emotional intelligence and Individual control (Dimension of Locus of Control) will be as follows.
EI = 11.453 + (0.475 × IC)
Where;
EI = Emotional Intelligence IC = Individual Control

No studies can be located by the researcher regarding the prediction of Emotional Intelligence by individual control (Dimension of Locus of Control) between the years 2010 to 2024.

CONCLUSION

1. There are Gender Differences in Emotional Intelligence and Locus of Control among college students.
2. There is a significant correlation between Emotional Intelligence and Locus of Control among college students where emotional intelligence is high in males
3. Emotional Intelligence acts as a predictor of Locus of Control among male and female college students.

Implications
To enhance individual control and relationship management, women can focus on developing emotional intelligence, assertiveness, and effective communication. Developing emotional intelligence, assertiveness, and effective communication is crucial for women's personal growth and empowerment. To enhance emotional intelligence, practice self-awareness by reflecting on their emotions and triggers. Cultivate empathy by understanding others' perspectives. For assertiveness, recognize their rights and practice saying no when necessary. By cultivating self-awareness, actively listening, and setting healthy boundaries, women can empower themselves and others. Additionally, advocating for gender equality, supporting fellow women, and challenging stereotypes contribute to women's empowerment. In a clinical setting, therapists can suggest Dialectical behavior therapy to enhance emotional stability and emotional intelligence in women.

Limitations
1. External factors like parenting styles, genetic predispositions, and environmental factors are not considered.
2. Socioeconomic status of the participants is not considered
3. The study was not conducted for a sufficiently long period to observe long-term effects.

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