

## Study of Emotional Intelligence in Youth Across Gender and Stream

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### ABSTRACT

The present study aims to investigate variation of emotional intelligence across gender and stream in college students. The study has been conducted on a sample of 90 college students, which were equally divided (30 each) into 3 stream of art (15 girls & 15 boys), science (15 girls & 15 boys) and commerce (15 girls & 15 boys). The age range of the sample is 18 to 23 years. The sample was randomly selected from various degree colleges of Nainital district of Uttarakhand. In order to collect the data, 'Emotional Intelligence' (2014) constructed by Arun Kumar Singh and Shruti Narain have been used for the present study. The data was analyzed with the help of ANOVA. The findings of the study revealed no significant effect of gender and stream in relation to emotional intelligence of college students.

**Keywords:** *Stream, Self-Awareness, Empathy and Gender*

This study tries to dissect the nature of emotional intelligence in youth of moment. Emotional intelligence or emotional quotient (EQ) is the capability to understand, use, and manage one's own feelings in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps one to make stronger connections, get success at academy and work, to achieve your career and particular pretensions. It can also help you to connect with your passions, turn intention into action, and make informed opinions about what matters must to you.

Emotional intelligence (EI) is the capability to fete and express feelings in yourself and to understand the feelings of others. In other words, the construct of EI refers to the individual differences in the perception, processing, regulation, and application of emotional information. When the EI conception was first introduced, the interest remained limited to a small scientific community until the publication of the book Emotional Intelligence by Daniel Goleman (1995). EI is defined as the capability to know and interpret feelings and to fete their significance and relation to problems, including their causes and results (Mayer & Salovey, 1999).

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### *Five Dimensions of Emotional Intelligence*

Goleman (1998) posits that the five dimensions of emotional intelligence are self-awareness, self-regulation, motivation, empathy, and relationship management subsumed in his four major EI scales. (BARZII; SLASKI, 2003).

- **Self-awareness:** Self-awareness occurs when the individual knows what he's feeling in the moment, and using those preferences to guide decision-making, having a realistic assessment of his own capacities and a well-predicated sense of self-awareness.
- **Self-regulation:** This involves handling our feelings so that they grease rather than intrude with the task at hand; having conscientious and delaying delectation, to pursue pretensions; recovering well from emotional distress.
- **Motivation:** This dimension of emotional intelligence involves using available deepest preferences to move and guide the individual toward asked pretensions, to help in taking action and seeking. To ameliorate, and to persist in the face of lapses and frustration.
- **Empathy:** This is related to seeing what other people are feeling, being suitable to take their perspective, and cultivating fellowship and transformation with a broad diversity of people.
- **Relationship management:** Relationship management manifests in handling feelings in relationship well and directly reading social situations and networks, interacting easily; using these chops to convert and lead, negotiate and settle controversies, for cooperation and cooperation. These confines of EI are critical for transformational leadership.

### **REVIEW OF LETRATURE:**

**Singh M. & Thapa P. (2023)** conducted a study of emotional intelligence of higher secondary school students in the district of Kalimpong. The result of the study shows that a no-significant difference between male and female's emotional intelligence level.

**Ali Asghar, Saleem Nadia & Rahman Nida (2021)** aimed to evaluate the analysis of Emotional Intelligence of University Students: Gender Based Comparison Asghar. The results revealed a significant difference between male and female students. Male students were highly emotionally intelligent than female studies. Male students were also more intelligent on factors emotional self-regulation and emotional self-awareness than female while there was no significant difference on the subscale of interpersonal skills.

**Dumciene Audrone & Sipaviciene Saule (2021)** conducted a study The Role of Gender in Association between Emotional Intelligence and Self-Control among University Student-Athletes. The result of the study shows that a significant difference between male and female university student-athletes. All values of emotional intelligence indicators were significantly higher for males than females.

**Fida Asfandyar, Abdul Ghaffar & Amir Zaman (2018)** attempted to explore the Gender Comparison of Emotional Intelligence of University Students. The results revealed that a significant difference between male and female's emotional intelligence score. Female students were ahead of male students in emotional intelligence.

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**Hassan,A., Sulaiman, Tajularipin., & Ishak, R. (2009)** found in their study that the no significant difference was found between males and females on global emotional intelligence.

**Kant Ravi (2019)** has found a significant differences between male and female`s emotional maturity score. Female students found more Emotional Intelligent with high mean value.

**Kumar Sanjay (2019)** has found no significant difference between the students of science steam and the students of art stream in relation to their emotional intelligence. But there was a significant difference found between the students (male & female) of science and art steam in relation to their academic achievement. The study revealed that the level of emotional intelligence was below average of science and art steam but the students of science stream were better on the level of emotional intelligence than students of art stream.

**Kumar, M. (2020)** has found a significant difference between male and female higher secondary school students on their emotional intelligence. The study revealed that the female students are better than the male students on their emotional intelligence.

**Parray Manzoor Ahmad (2019)** attempted to explore The Study of Difference in Emotional Intelligence of Under-Graduate Students in Relation to Arts and Science Stream. The study revealed that here is no significant difference in emotional intelligence of arts and science students.

### *Objectives of the Study*

- To investigate variation of emotional intelligence across gender.
- To investigate variation of emotional intelligence across stream.
- To investigate variation of emotional intelligence across gender and stream.

### *Hypotheses of The Study*

- There would be no significant difference between the students of girls and boys in relation to emotional intelligence.
- There would be no significant difference between the students of art, science and commerce stream in relation to emotional intelligence.
- There would be no significant interaction between gender and stream in relation to emotional intelligence.

## **METHODOLOGY**

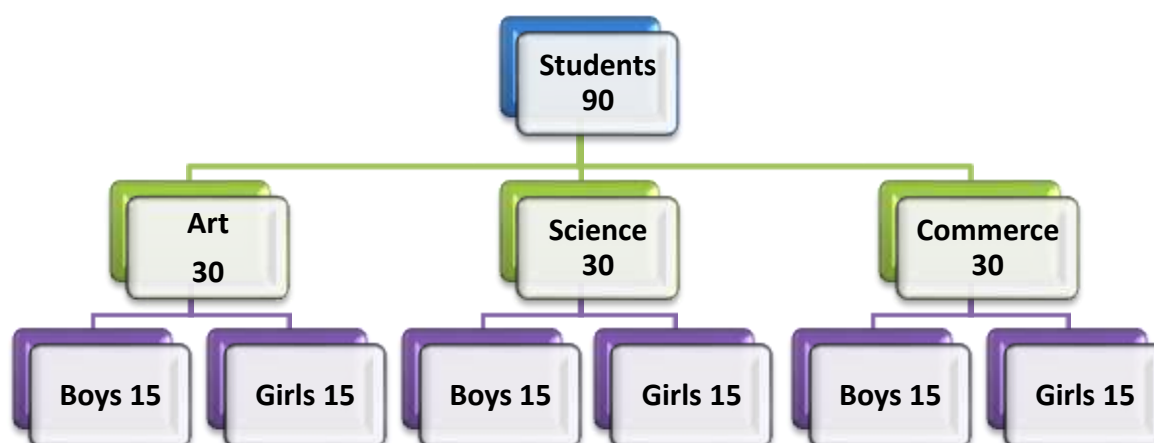
### *Research Design*

This research was adopted 2x3 factorial design with 2 type`s gender (male and female) and three type`s stream (art, science and commerce).

### *Sample*

The study has been conducted on a sample of 90 college students, which were equally divided (30 each) into 3 stream of art (15 girls &15 boys), science (15 girls &15 boys) and commerce (15 girls &15 boys). The age range of the sample is 18 to 23 years. The sample was randomly selected from various degree colleges of Nainital district of Uttarakhand.

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### *Tools Used*

Emotional Intelligence data “EMOTIONAL INTELLIGENCE SCALE” (2014) constructed by Arun Kumar Singh and Shruti Narain has been used for the present study, which is a concise, comprehensive and reliable tool for investigation. The scale has total 31 items. 27 statements are positive and 04 statements are negative. The test re- test reliability of the test was 0.86. The concurrent validity of the scale was 0.86, which was significant at .01 level.

## RESULTS

### *Statistical Treatment*

**Results and Analysis:** The main objective of the study is to find out the level of Emotional Intelligence among University’s students. This study is planned and carried out to test the assumptions and tentative well-defined hypotheses which may be accepted or rejected.

**Table 1 - Main and interaction effect of gender and stream on emotional intelligence of college students.**

Source of variation	Some of squares (ss)	df	Mean of squares (ms)	F-ratio	
Between Gender	8.711	1	8.711	.359	NS
Between Stream	39.467	2	19.733	.813	NS
Interaction (Gender×Stream)	13.956	2	6.978	.287	NS
Within Group	2039.867	84	24.284		
Total	49712.000	90			

\*\* Significant at 0.01 level,

\* Significant at.05 level.

Glimpses of Table 1 are showing the Emotional Intelligence of the students on the basis of their gender and stream. In table -1 that the (i) effect of gender was not found significant even at 0.05 level of confidence, ( $F=.359, P>.05$ ), on students emotional intelligence. Hence pre-formulated first hypothesis “There would be no significant difference between the students of girls and boys in relation to emotional intelligence” Stands accepted. (ii) Effect of stream was not found significant even at 0.05 level of confidence, ( $F=.813, P>.05$ ), on students emotional intelligence. Hence pre-formulated second hypothesis "There would be no significant difference between the students of art, science and commerce stream in relation to emotional intelligence" Stands accepted. (iii) The interaction effect between gender and stream was also not found significant even at 0.05 level of confidence, ( $F=.287$ ,

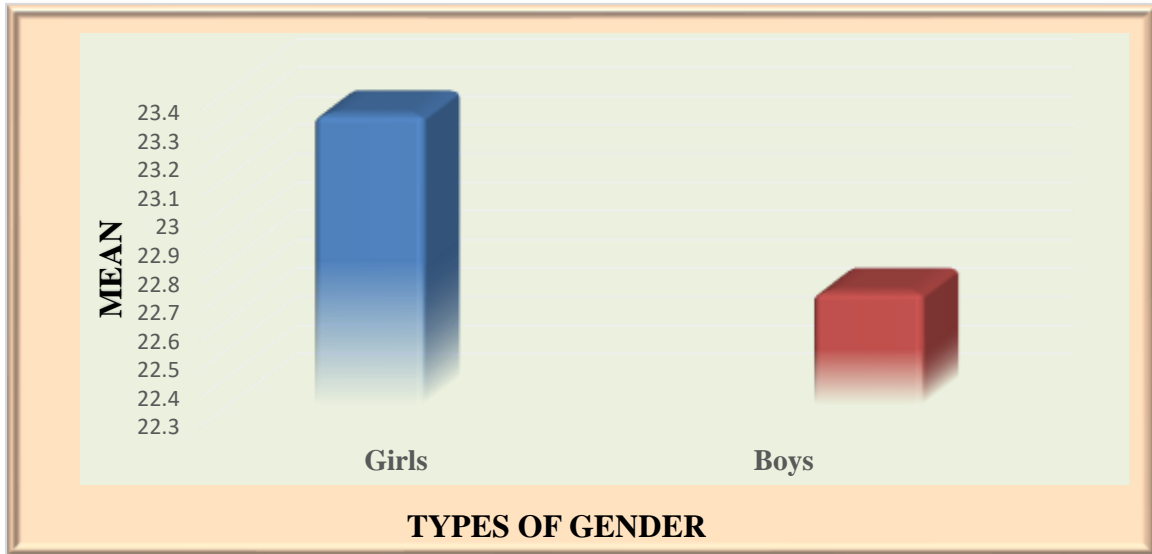
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P>.05) on students emotional intelligence. Hence pre-formulated third hypothesis "There would be no significant interaction between gender and stream in relation to emotional intelligence" Stands accepted.

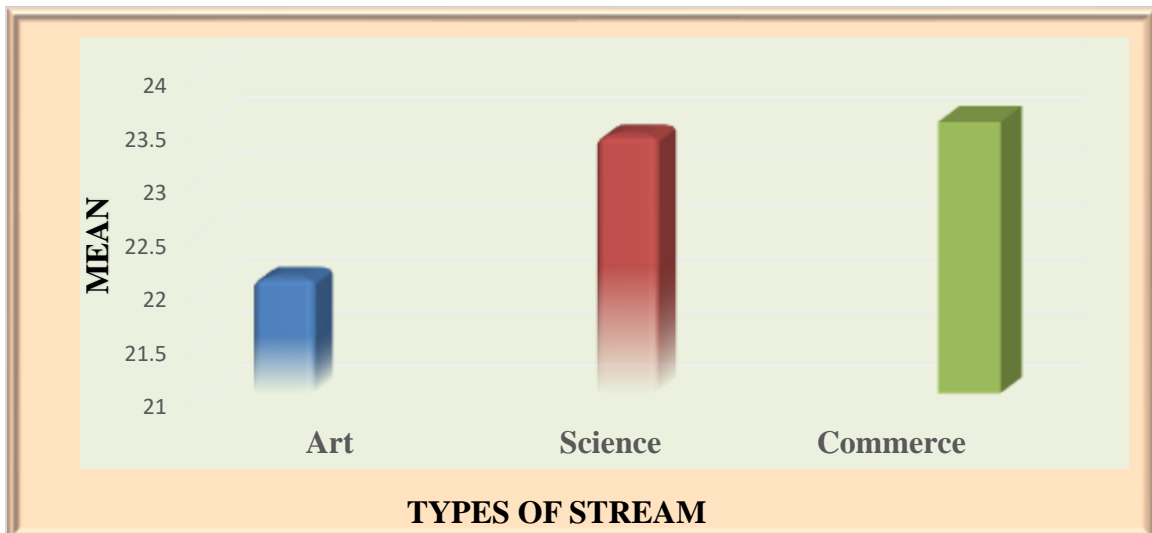
**Table 2- show the mean and S.D. effect of gender and stream on emotional intelligence of college students.**

EMOTIONAL INTELLIGENCE		N	Mean	S.D
Gender	Girls	45	23.31	4.52
	Boys	45	22.69	5.20
	Total	90	23.00	4.86
Stream	Art	30	22.07	6.00
	Science	30	23.40	4.45
	Commerce	30	23.53	3.91
	Total	90	23.00	4.86

**Figure 1- Figure showing the mean values of types of gender on Emotional Intelligence.**



**Figure 2- Figure showing the mean values of types of streams on Emotional Intelligence.**



## DISCUSSION

The result suggests that there is no significant **effect of gender and stream** in relation to emotional intelligence. So, the hypotheses, (i) There would be no significant difference between the students of girls and boys in relation to emotional intelligence, (ii) there would be no significant difference between the students of art, science and commerce stream in relation to emotional intelligence and (iii) there would be no significant interaction between gender and stream in relation to emotional intelligence are accepted. In support to that, previous study reported similar results where **Hassan, A., Sulaiman, Tajularipin., & Ishak, R. (2009)** found in their study that the no significant difference was found between males and females on global emotional intelligence. **Kumar Sanjay (2019)** has found no significant difference between the students of science stream and the students of art stream in relation to their emotional intelligence. **Parray Manzoor Ahmad (2019)** revealed no significant difference in emotional intelligence of arts and science students.

## CONCLUSION

On the basis of our finding the researcher concluded that there was no significant effect of gender and stream in relation to emotional intelligence of college students. Both group gender (female & male) and stream (art, science & commerce) have shown almost equal level of emotional intelligence.

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### ***Acknowledgment***

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

The author(s) declared no conflict of interest.

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