

Comparative Study

A Comparative Study of Emotional Intelligence among Undergraduate Students

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ABSTRACT

Emotional intelligence describes the qualities of one's own emotion as well as emotions of other. It also deals with the ability to reason it and solve problems based on the emotions which they experience. Luthans (2002) defines emotional intelligence as the ability to perceive and Express emotion assimilate emotion in thought understand and reason with emotion and regulate emotion in self and others. The study has been conducted on 50 undergraduate students. The students who are studying in undergraduate classes are mostly in their late adolescence, this is the age when there is a strong appearance of different emotions, choice of a study also influences the emotional intelligence of the student this paper try to find out the differences in emotional intelligence scores of students studying in different study fields of undergraduate courses. The descriptive statistics and 't' test was used to verify the hypothesis. The result of the study shows that there was no significant difference between the arts and science stream student's emotional intelligence.

Keywords: *Emotional Intelligence, Undergraduate Students (Arts & Science)*

Emotions play a very important role in everyday life. Deciding the behaviour of human beings and how they react in various situations the capacity of recognising our own feelings and those of others for motivating ourselves and for managing emotions well in our self and in our relationship assume great importance in our life the ability to monitor feelings from moment to moment is crucial for psychological inside and self-understanding (Sowmya & Betsur,2010). One can develop required skills using General Intelligence so as to bring success in life positive emotions provide quality to life and help to manage emotional problems and disturbance through emotional intelligence one can become more successful in life as compared to individual who again solely high levels of intellectual intelligence (goleman, 1998). An emotionally stable person can deal with the problems more effectively than the emotionally disturbed person.

REVIEW OF LITERATURE

- Singh (2001) study of comparison of male and female managers with respect to emotional intelligence reported that there is no significant difference between emotional intelligence of male and female.

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- Harrod and sheet (2005) found that emotional intelligence levels were positively related to females parents education and household income.
- Parveen (2007) studies achievement of 724 students among them 410 were female and 314 were male students. Results of this study indicate that male and female differ significant on achievement mean value for female students was higher that of male students. Therefore, it was concluded that performance of female students was better than male students.
- Shankman et all. (2010) studies emotional intelligence of 566 students from 139 colleges and Universities in the United States. Finding of this study indicate that women demonstrate significantly higher levels of emotional intelligence leadership in the constructs of consciousness of self and consciousness of other.

Objectives of the study

To test the significance of difference between the scores of EI undergraduate students of Science and Arts stream.

Hypothesis

There is no significant difference between the emotional intelligence of undergraduate students of Science and Arts streams.

Sample:

Sample of the study consists of 50 students 25 arts and 25 science of undergraduate courses of college affiliated to MDU Rohtak, Haryana. 25 students were randomly selected from science stream and 25 students Arts stream. All 50 students were male students.

Tool used:

The researchers used the following tool for collecting the relevant data concerning the study. Emotional intelligence scale developed by Dr. MS Swatantra Jain, B.R Chauhan and Vijay Kumar. The emotional intelligence scale consists of 25 items EI to assess the emotional intelligence types it consists of these measures corresponding to there emotional intelligence such as A, B, C, D, E each questions has binary response.

Data analysis and interpretation:

The collected data was analysed for testing the significance of difference between the overall emotional intelligence of the undergraduate students of Science and Arts stream the following tables were obtained:

Table – 1 Showing the mean of emotional intelligence course of Science and art undergraduate students

Stream	N	Mean
Science	25	91.56
Arts	25	90.8

Table – 2 Showing the significance of difference between the mean emotional intelligence scores of arts and science stream students

Stream	N	Mean	SD	t - value
Science	25	91.56	5.78	1.77*
Arts	25	90.8	7.56	

RESULT AND DISCUSSION

The calculated value of 't' is less than table value at 0.05 level of significance. Therefore, there is no significant difference between the emotional intelligence scores of arts and science stream students. The mean score of Arts students was lesser than the Science Students. The Science Students tend to utilize their emotions in a better way and show better social skills than the arts students. However, this difference in mean is not statistically significant. This study has contributed data about emotion related personality differences across students studying in different streams and they differ in some aspects (Saxena and Agarwal, 2011) such knowledge has the potential to help career counseling and student assessment in a better way.

At the end we can say that the findings of this research study will prove beneficial for educators, parents, counselors etc. for providing better knowledge about this vital component of success and its important predictors. An understanding of emotions and its relation to career success can provide useful hints regarding the steps necessary to make the youth emotionally mature irrespective of the stream they undertake for study.

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Conflict of Interest

The author(s) declared no conflict of interest.

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