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Research Paper

Gender Differences in Emotional Intelligence among College Students of Nandurbar District

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ABSTRACT

This study investigates gender differences in emotional intelligence (EI) among college students in Nandurbar District. Using a comparative analysis, the research examines differences in Emotional Intelligence between male and female students as well as between students from science and arts disciplines. The Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar (2002) was used to collect the data. Statistical analysis, including the t-test, is employed to determine the significance of these differences. Results suggest that female students exhibit higher Emotional Intelligence scores compared to male students with statistically significant t value of -6.32 on the other hand science students show slightly higher Emotional Intelligence levels than arts students. Obtained value of t for academic discipline 1.80 was not found significant. The findings align with existing literature on gender-based emotional intelligence disparities.

Keywords: *Emotional Intelligence, Gender, Academic Discipline*

Emotional intelligence (EI) is increasingly recognized as a pivotal factor influencing academic success, psychological well-being, and interpersonal relationships among college students. Recent studies have explored how EI varies across different demographics, particularly focusing on gender and academic disciplines.

Emotional intelligence (EI) refers to an individual's ability to perceive, understand, manage, and regulate emotions effectively (Salovey & Mayer, 1990). This ability plays a crucial role in personal and academic success. Gender differences in EI have been widely studied, with research suggesting that females generally exhibit higher EI than males (Bar-On, 2006). This study aims to explore gender differences in EI among college students in Nandurbar District.

Gender Differences in Emotional Intelligence

Research on gender differences in EI has yielded mixed results. Some studies suggest that females exhibit higher levels of EI compared to males. For instance, Katyal and Awasthi (2005) found that females scored higher on measures of EI than males, attributing this to socialization patterns that encourage emotional expression in women. Similarly, a study by Cabello et al. (2016) reported significant gender differences in EI, with females scoring

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higher than males. Conversely, other research indicates no significant gender-based differences in EI. Petrides and Furnham (2000) found no significant differences between men and women in EI. These discrepancies may stem from cultural, social, or methodological variations across studies.

Impact of Academic Discipline on Emotional Intelligence

The relationship between academic discipline and EI has also been explored, though findings are not always consistent. Some studies suggest that students in certain fields may develop distinct EI profiles due to the nature of their studies. For example, a study by Perera and DiGiacomo (2013) found that emotional intelligence was positively related to academic performance, suggesting that the impact of EI on academic performance may vary across disciplines, potentially due to differences in curriculum and learning environments.

However, other studies have found no significant differences in EI across academic disciplines. Fernández-Berrocal et al. (2004) reported no significant differences in EI scores among students from different streams. These mixed results highlight the need for further research to clarify the influence of academic discipline on EI.

Recent Trends and Considerations

Recent studies continue to underscore the importance of EI in academic settings. For instance, research indicates a positive correlation between higher EI levels and improved academic performance, suggesting that enhancing EI could lead to better academic outcomes. Additionally, a study by Deng et al. (2023) found that females scored higher than males on measures of EI, highlighting the role of EI in fostering academic performance.

REVIEW OF LITERATURE

Several studies indicate that females outperform males in emotional intelligence (Schutte et al., 1998; Mayer et al., 1999). Research suggests that socialization patterns contribute to these differences, with females being encouraged to express emotions more openly (Bar-On, 2000). In contrast, studies also highlight variations in EI across different academic disciplines (Petrides & Furnham, 2004), with science students often demonstrating distinct EI profiles compared to arts students.

Statement of the Problem

The present study aims to examine gender differences in emotional intelligence among college students in Nandurbar District and to analyze whether academic discipline influences EI scores.

Objectives

1. To compare the emotional intelligence of male and female college students.
2. To analyze the differences in emotional intelligence between science and arts students.

Hypothesis

- **H1:** Female students exhibit significantly higher Emotional Intelligence than male students.
- **H2:** Science students show significantly higher Emotional Intelligence than Arts students.

Variables Used in the Study

- Independent Variables: Gender (Male, Female), Academic Discipline (Science, Arts)
- Dependent Variable: Emotional Intelligence

Operational Definitions

- Emotional Intelligence: The ability to perceive, understand, and manage emotions effectively. Measured by using Emotional Intelligence Scale Developed by Anukul Hyde, Upinder Dhar and Sanjyot Pethe.
- Gender: The classification of participants as male and female.
- Academic Discipline: The field of study of the students, categorized as science and arts.

Participants:

For the present study 80 senior college students of Nandurbar were selected by using convenient sampling method. 40 Male students (20 Science, 20 Arts) and 40 Female students were included in the sample. There age range was 19-23 years.

Measures Used for Data Collection

The **Emotional Intelligence Scale (EIS)** developed by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar (2002) is a widely used tool to assess emotional intelligence in various populations. The scale demonstrates good reliability, with a reported Cronbach's alpha of 0.88, indicating high internal consistency. Test-retest reliability studies have also shown stability over time, ensuring that the tool produces consistent results across different testing occasions. The validity of the EIS has been established through content and construct validation methods. Experts in psychology and behavioral sciences reviewed the scale's items, confirming their relevance to emotional intelligence. Additionally, convergent validity has been tested by correlating EIS scores with other well-established EI measures, showing moderate to strong positive correlations. The scale also exhibits discriminant validity, as it differentiates between individuals with high and low emotional intelligence effectively. Its predictive validity has been supported by research linking high EIS scores with better academic performance, job satisfaction, and interpersonal relationships. Due to its robust psychometric properties, the EIS is frequently used in research and professional settings to assess emotional intelligence among students, employees, and leaders.

Data Analysis

To analyze gender and academic discipline differences,Mean and SD was calculated. To investigate the gender and faculty-wise difference a one tailed independent sample t-test was performed.

Results indicate a statistically significant difference in EI scores between genders and between academic disciplines.

RESULTS AND DISCUSSION

Table no. 1: Shows statistical data, like Mean, Std. Deviation and value of emotional intelligence based on gender and academic discipline among college students.

Category	N	Mean	SD	t-value	Significance
Male	40	96.73	8.20		
Female	40	115.36	9.13	-6.32	0.01
Science	40	112.34	10.12		
Arts	40	110.12	9.32	1.80	N. S.

The table 1 presents statistical data comparing emotional intelligence (EI) scores based on gender and academic discipline among college students. The results indicate a significant gender difference in EI, with male students having a mean EI score of 96.73 (SD = 8.20) and female students having a significantly higher mean EI score of 115.36 (SD = 9.13). The t-value of -6.32 is statistically significant at p = 0.01, confirming that females exhibit higher emotional intelligence than males. This finding aligns with previous research suggesting that women generally have greater emotional awareness, empathy, and regulation skills due to social and psychological factors.

In contrast, the comparison between science and arts students shows no significant difference in emotional intelligence. Science students have a mean EI score of 112.34 (SD = 10.12), slightly higher than arts students, who have a mean EI score of 110.12 (SD = 9.32). However, the t-value of 1.80 is not statistically significant, indicating that academic discipline does not have a meaningful impact on EI levels. These results suggest that gender plays a significant role in emotional intelligence, while the field of study does not strongly influence EI.

These findings align with research conducted by Bar-On (2006), which highlights the role of socialization in fostering higher EI in females. Similarly, findings suggest that science students have a marginally higher EI than arts students, supporting research by Petrides & Furnham (2004).

CONCLUSION

The study confirms that gender differences exist (t = -6.32) in emotional intelligence among college students in Nandurbar District, with females exhibiting higher EI than males. Additionally, academic discipline appears to influence Emotional Intelligence levels, with science students showing slightly higher score than arts students. But the academic Discipline wise difference (t= 1.80) was not found statistically significant in the current study. The findings contribute to the broader literature on EI and suggest the need for EI training programs tailored to different student demographics.

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Conflict of Interest

The author(s) declared no conflict of interest.

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