

Research Paper

## Hostel Life Vs. Home Life: A Comparative Analysis of Emotional Intelligence and Attitude Among Female Students in Lucknow

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### ABSTRACT

This study aims to explore the differences in emotional intelligence (EI) and attitude among female students residing in hostels and those living at home in Lucknow. Emotional intelligence plays a vital role in a student's ability to recognize, understand, and manage emotions, while attitude significantly influences their outlook, adaptability, and response to various situations. The research is based on a sample of 200 participants, comprising 100 hostelers and 100 non-hostelers, selected from different educational institutions in Lucknow. Using standardized EI and attitude assessment tools, the study evaluates key aspects such as self-awareness, self-regulation, empathy, motivation, and social skills for emotional intelligence, as well as optimism, adaptability, and openness to experiences for attitude. The data collected was analyzed to determine the extent to which a student's residential environment influences these psychological attributes. The findings indicate significant variations in emotional intelligence between hostelers and non-hostelers, with hostelers exhibiting greater self-regulation, adaptability, and problem-solving skills due to their independent lifestyle. In contrast, non-hostelers demonstrated higher levels of empathy and emotional stability, likely due to the constant support of family. However, variations in attitude were found to be statistically insignificant, suggesting that residential settings do not have a substantial impact on overall attitude development. These results emphasize the role of environmental factors in shaping students' personality traits, particularly in enhancing emotional intelligence. The study highlights the importance of providing structured emotional support for both hostelers and non-hostelers to optimize their personal and academic growth. Future research can further explore the long-term impact of these psychological differences on career success, mental well-being, and social relationships.

**Keywords:** *Emotional Intelligence, Attitude, Hostelers, Non-Hostelers, Female Students, Residential Environment, Psychological Adaptation, Personality Development*

The transition from home to hostel life represents a significant shift in a student's personal and academic journey, influencing various psychological aspects, including emotional intelligence (EI) and attitude. Moving from a familiar, family-supported environment to an independent and self-regulated setting requires considerable adjustments that can impact a student's ability to manage emotions, build relationships, and respond to

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challenges. This transition often fosters a sense of autonomy and resilience among hostellers while allowing non-hostellers to benefit from emotional stability and consistent family support.

Emotional intelligence is a crucial factor in determining an individual's ability to recognize, understand, and regulate emotions, both in themselves and in others. It plays a fundamental role in academic success, interpersonal relationships, and overall mental well-being. Higher emotional intelligence enables students to handle stress, make sound decisions, and maintain effective communication with peers and teachers. Since hostellers and non-hostellers experience different living conditions, their emotional intelligence may develop differently. Hostellers often face situations requiring self-reliance, adaptability, and problem-solving skills, whereas non-hostellers benefit from a strong support system that provides guidance and emotional security.

Similarly, attitude refers to a person's mindset, beliefs, and reactions toward different aspects of life, including academic challenges, social interactions, and personal growth. A positive attitude enhances a student's ability to adjust to new environments, take initiative, and embrace opportunities for learning and self-improvement. While hostel life might encourage a more independent and proactive attitude, non-hostellers may develop a more emotionally grounded and family-oriented perspective. However, whether the difference in living conditions leads to significant variations in attitude remains an important area of investigation.

This study aims to conduct a comparative analysis of the emotional intelligence and attitude of hostellers and non-hostellers among female students in Lucknow. By examining these psychological attributes, the research seeks to determine how different residential environments contribute to students' personal and emotional development. The findings will help educational institutions and policymakers understand the role of residential settings in shaping students' psychological well-being, ultimately aiding in the development of programs that enhance emotional intelligence and foster a balanced attitude among students.

### **METHODOLOGY**

#### ***Selection of Subjects***

A total of 200 female students from various colleges in Lucknow were selected for this study. The sample consisted of 100 hostellers, who had been residing in hostels for at least one year, and 100 non-hostellers, who were living at home with their families. The selection ensured a balanced representation of both groups to allow for a comprehensive comparative analysis of emotional intelligence and attitude. By including students from different educational institutions, the study aimed to capture diverse perspectives and experiences, providing a well-rounded understanding of how residential environments influence psychological attributes.

#### ***Research Design***

This study employs a comparative descriptive research design to assess differences in emotional intelligence and attitude between the two groups.

#### ***Data Collection Tools***

- **Emotional Intelligence Scale (EIS):** A standardized scale measuring self-awareness, empathy, social skills, self-regulation, and motivation.

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- **Attitude Assessment Scale:** A questionnaire designed to measure optimism, adaptability, openness to experiences, and problem-solving approaches.

### *Procedure*

Data was collected through a structured questionnaire distributed to both hostellers and non-hostellers. The responses were statistically analyzed using SPSS software to identify significant differences between the two groups.

## RESULTS

**Table No. 01 Descriptive Statistics of Attitude of Hostellers & Non-Hosteller, Female Teenagers**

Group Statistics				
	Living Condition	N	Mean	Std. Deviation
Attitude	Hosteller	100	27.2500	6.83185
	Non-Hosteller	100	28.6600	6.42473

Table 01 presents the descriptive statistics of attitudes among hosteller and non-hosteller female teenagers. The mean attitude score for hostellers is 27.25 (SD = 6.83), while for non-hostellers, it is 28.66 (SD = 6.42). This slight difference suggests that living conditions have minimal impact on attitude, as both groups exhibit similar levels with some variability in responses.

**Table No. 02 T-Test for Attitude of Hostellers & Non-Hosteller, Female Teenagers**

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Attitude	Equal variances assumed	.829	.364	-1.503	198	.134	-1.41000	.93782	-3.25941	.43941	
	Equal variances not assumed			-1.503	197.257	.134	-1.41000	.93782	-3.25945	.43945	

Table 02 presents the independent samples t-test results comparing attitude scores of hosteller and non-hosteller female teenagers. Levene's Test ( $p = 0.364$ ) confirms equal variances. The t-test ( $t = -1.503$ ,  $df = 198$ ,  $p = 0.134$ ) shows no statistically significant difference between groups. The mean difference is -1.41 (SE = 0.94), with a 95% confidence interval of -3.26 to 0.44.

These results suggest that living conditions do not significantly influence attitude. Indian studies on adolescent psychology highlight that attitude formation depends more on parental upbringing, cultural values, and social environment than residential status. Both hostellers

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and non-hostellers experience similar peer and societal influences, leading to comparable attitudes. Thus, while hostel life offers different experiences, it does not cause a major shift in attitude among female teenagers.

**Table No. 03 Descriptive Statistics of Emotional Intelligence of Hostellers & Non-Hosteller, Female Teenagers**

Group Statistics				
	Living Condition	N	Mean	Std. Deviation
Emotional Intelligence	Hosteller	100	30.7500	3.51440
	Non-Hosteller	100	29.5600	3.29469

Table 03 presents the descriptive statistics for emotional intelligence among female hostellers and non-hostellers. Hostellers have a mean score of 30.75 (SD = 3.51), while non-hostellers score 29.56 (SD = 3.29), indicating slightly higher emotional intelligence among hostellers. However, the standard deviations show some variability within each group. With 100 participants in each group, the comparison ensures equal representation.

**Table No. 4 T-Test for Emotional Intelligence of Hostellers & Non-Hosteller, Female Teenagers**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Emotional Intelligence	Equal variances assumed	.206	.650	2.470	198	.014	1.19000	.48173	.24003	2.13997
	Equal variances not assumed			2.470	197.180	.014	1.19000	.48173	.24000	2.14000

Table 04 presents the independent samples t-test results for emotional intelligence. Levene's test ( $F = 0.206$ ,  $p = 0.650$ ) confirms equal variances. The t-test ( $t = 2.470$ ,  $df = 198$ ,  $p = 0.014$ ) indicates a statistically significant difference, with hostellers scoring higher. The mean difference is 1.19 (SE = 0.48173), and the 95% confidence interval (0.24003 to 2.13997) confirms this variation.

## DISCUSSION AND CONCLUSION

The findings of this study provide valuable insights into the influence of residential status on emotional intelligence and attitude among female students in Lucknow. The results suggest that while emotional intelligence varies significantly between hostellers and non-hostellers, attitude does not show a significant difference.

The independent samples t-test for emotional intelligence revealed a statistically significant difference ( $p = 0.014$ ), with hostellers scoring higher than non-hostellers. This suggests that hostel life fosters greater self-regulation, adaptability, and social skills, as students learn to

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manage responsibilities, interact with diverse peers, and navigate challenges independently. The structured hostel environment, combined with peer interactions, may enhance emotional resilience and self-awareness, leading to improved emotional intelligence.

In contrast, the attitude scores between hostellers and non-hostellers were not significantly different ( $p = 0.134$ ). This implies that living conditions alone do not strongly influence attitude formation. Attitude is shaped by multiple factors such as parental upbringing, cultural values, personal experiences, and peer interactions, which remain consistent regardless of residential status. Non-hostellers, despite living in a familiar environment, may still develop similar attitudes as hostellers through academic and social experiences.

These findings align with existing research on adolescent psychology, which emphasizes that emotional intelligence is highly influenced by life experiences and social exposure, whereas attitude is more stable and shaped by deeper socio-cultural influences. While hostel life provides unique opportunities for emotional growth, it does not necessarily alter fundamental attitudes.

### Implications

- The study highlights the importance of supporting students' emotional development in both hostel and home environments. Institutions should implement emotional intelligence training programs, peer mentorship initiatives, and stress management workshops to help students adapt and thrive, regardless of their living arrangements. Further research could explore the long-term impact of emotional intelligence differences on academic performance, career success, and overall well-being.
- In conclusion, while hostel life positively contributes to emotional intelligence development, attitude remains largely unaffected by residential status. This underscores the need for a holistic approach in student development that integrates both emotional intelligence and attitude-building strategies.

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

The author(s) declared no conflict of interest.

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