

Research Paper

## Role of Family Structure and Gender on Emotional Intelligence Among College Students

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### ABSTRACT

The study explores how gender and family structure influence emotional intelligence (EI) among college students. It focuses on a sample of 160 students from Madhya Pradesh and Kerala who are between the ages of 18 and 26. Emotional intelligence (EI) assessed using the Schutte Self-report Emotional Intelligence Test (SSEIT). The findings suggest that family structure significantly influences emotional intelligence (EI), with students from joint families exhibiting greater emotional intelligence than those from nuclear families. However, neither gender-based EI differences nor a significant relationship between gender and family structure were discovered.

**Keywords:** *Family Structure, Gender, Emotional Intelligence*

“Anyone can be angry-that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way is not easy” Aristotle (384 BC-322 BC). Research investigating the role of family structure (nuclear and joint family) and gender in emotional intelligence among college students. Before defining ‘emotional intelligence’ (EI) it would be better to define the terms ‘emotion’ and intelligence separately. The term ‘emotion’ derived from the Latin word ‘Emovere’ which means “to excite, stir up or agitate”. Psychologists have described and explained ‘emotion’ differently, but all agree that it is a complex state of the mind involving experiential, behavioral, and physiological elements, by which an individual attempts to deal with a personally significant matter or event. The specific quality of the emotion (example, fear, shame) is determined by the specific significance of the event. Emotion is associated with a range of psychological phenomena including temperament, personality, mood and motivation.

Feist and Rosenberg (2015) defined emotions as “brief, acute changes in consciousness experience and physiology that occur in response to a personally meaningful situation”. As stated by Gerrig and Zimbardo (2006) emotions are a “a complex pattern of bodily and mental changes that includes physiological arousal, feelings, cognitive processes, visible expressions (including face and posture) and specific behavioral reactions made in response to a situation perceived as personally significant”. Feldman (2015) defined emotions as “feelings that generally have both physiological and cognitive elements and that influence behavior”. Mishra (2016) defined emotion as “a state of being moved, stirred up or

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behaviorally aroused on experiencing an emotional situation and which involves external and internal physiological changes”.

Scherer (2001) identifies five components based on the systems involved, as well as on the development of processes and functions:

1. Cognitive component: It is linked to information processing and its organic substrate is the central nervous system. Its fundamental function is the evaluation of events, objects or situations presented to the organism.
2. Neuropsychological component: It plays a role in the regulation of organ systems, depending on the central nervous system, the autonomic nervous system and the neuroendocrine system.
3. Motivational component: It is linked to the central nervous system. It prepares and conducts actions.
4. Motor expression component: From the action of the somatic nervous system, it fulfills a communicative function by informing about behavioral reaction and intentions.
5. Subjective feeling component: From the central nervous system, it monitors the internal state of the organism and the interaction it has had with the environment.

They produce feelings. Intelligence gives humans the cognitive abilities to learn, form concepts, understand, and reason, including the capacities to recognize patterns, innovate, plan, solve problems, and employ language to communicate. Intelligence enables humans to experience and think. The term ‘intelligent Quotient’ (IQ) coined by William Stern in 1912. It refers to the score of a standardized test that assesses and measures human intelligence. Spearman (1904) defined intelligence as “individual’s ability to learn from experience, to engage in various forms of reasoning and to overcome the obstacles by careful thoughts. Binet and Simon defined intelligence as” a general ability which involves mainly the education of relations and correlates. According to Gardner (1986) intelligence is “the aggregate or global capacity of the individual to act purposefully to think rationally and deal effectively with his or her environment.

Emotional intelligence has turned out to be progressively mainstream as a measure for distinguishing individuals who are successful in life, and as an instrument for reaching this success. The idea of emotional intelligence clarifies why two individuals of a similar IQ can achieve inconceivably extraordinarily different levels of accomplishment in life (Goleman, 1998) as individuals are in some case successful not due to their knowledge, but rather because of their capacity to interact with individuals socially and emotionally by utilizing charming temperament in their exchanges (St.Clair, 2004).

Without any doubt, almost everyone’s aim in life is related to the achievement and fulfillment of happiness. In order to succeed at this, no matter which area is being developed, emotional intelligence seems to play an important role and should therefore be taken into consideration.

Nowadays, it can be assumed that emotional intelligence has gained relevance in almost every corner of the world. It has raised the interest of many people and researchers who have written many magazines, books, newspaper articles, scientific experiments etc.

The term ‘emotional intelligence’ was first used by Wayne Payne (1986) in his doctoral thesis, “A study of emotion: developing emotional intelligence; self-integration, relating to

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fear, pain and desire” to discover the nature and characteristics of emotion and emotional intelligence.

After Payne’s work numerous authors decided to develop and study the term further. Peter Salovey and John D. Mayer, continuing with Wayne Pyne’s work, used again the term ‘emotional intelligence’ in 1990 when they stated that EI is “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action”. They realized that humans need to be able to process their own emotions and the emotions of others. In this way, those who achieved high levels of emotional intelligence could take advantages for themselves and others in many different ways in almost every aspect of life. However, it was not until 1990, when Daniel Goleman published his book ‘emotional intelligence, why EI matters more than IQ’ that the concept of EI became part of society’s culture and started to applied worldwide.

Daniel Goleman (1998) defines ‘emotional intelligence’ as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ tests”. There are three main models for emotional intelligence.

### 1. An Ability Model of Emotional Intelligence:

Mayer, Salovey and Caruso in 2004 developed the four-branch ability model of emotional intelligence. This model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that emotional intelligence include four types of abilities:

- i) Perceiving emotions: It is the ability to detect and decipher emotions in faces, pictures, voices, and cultural art facts including the ability to identify one’s own emotions.
- ii) Using emotions: It is the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving.
- iii) Understanding emotions: It is the ability to comprehend emotion language and to appreciate complicated relationships among emotions.
- iv) Managing emotions: I t is the ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspects of emotional management.

### 2. A Mixed Model of Emotional Intelligence:

This model, introduced by Daniel Goleman, focuses on emotional intelligence as a wide array of competencies and skills that drive leadership performance. Goleman includes a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman points that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Thus, the mixed model is often used in corporate or other professional

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settings to train and evaluate management potential and skills. This model has five constructs:

- i) Self-awareness, the ability to know one's emotion, strengths, weakness, drives, values, and goals and recognize their impact on others while using feelings to guide decisions.
- ii) Self-regulation involves controlling and redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
- iii) Social skill, involves managing relationships to move people in the desired directions.
- iv) Empathy, is considering others feelings when making decisions.
- v) Motivation is being driven to achieve for the sake of achievement.

### 3. Mixed Model of Emotional Intelligence:

This model relates to the potential for performance and success, rather than performance and success itself, and is considered process-oriented rather than outcome oriented. It focuses on an array of emotional and social abilities, including the ability to be aware of, understanding and express oneself, the ability to be aware of understand, the ability to deal with strong emotions, and ability to adapt to change and solving problems of a social or personal nature.

Bar-On posits that emotional intelligence develops overtime and that it can be improved through training programming and therapy. Also, he considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to success in life. In his model, five components of emotional intelligence. Within these components there are sub-components too.

#### i. Intrapersonal (self-awareness and self-expression):

- a) Self-regard: being aware of and understanding and accepting ourselves.
- b) Emotional self-awareness: being aware of understanding our emotion.
- c) Assertiveness: expressing our own feelings.
- d) independence: being self-reliant and free of emotional dependency on others.
- e) Self-actualization: setting and achieving goals to actualize our potential.

#### ii. Interpersonal (social awareness and interaction)

- a) Empathy: being aware of and understand who others feel.
- b) Social responsibility: identifying with and feeling part of our social groups.
- c) Interpersonal relationship: establishing mutually satisfying relationship.

#### iii. Stress Management (emotional management and control)

- a) Stress tolerance: effectively and constructively managing our emotions.
- b) Impulse control: effectively and constructively controlling our emotions.

#### iv. Adaptability (Change management)

- a) Reality testing: validating our feelings and thinking with external reality.
- b) Flexibility: coping with and adapting to change in our daily life.
- c) Problem solving: generating effective solutions to problems of an intrapersonal and interpersonal nature.

#### v. General Mood (self-motivation)

- a) Optimism: having a positive outlook and looking at the brighter side life.
- b) Happiness feeling: content with ourselves, others and life in general.

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Emotional intelligence is considered to be something that can be developed over time. One can easily train their brain to have higher emotional intelligence, just like anything else. There are several components of the brain that are linked to being connected to emotional intelligence, including, among others, the ventromedial prefrontal cortex, frontal cortex, amygdala and the nucleus accumbens. Each of these parts of the brain is associated with emotional intelligence at different stages.

### *Need and Significance*

Family structure and gender are important concepts within the field of psychology that play a crucial role in emotional intelligence. Introducing these concepts to college students can greatly benefit their personal growth, interpersonal skills, and professional development. Young adults are seen as an ideal time in life to encourage the development of emotional capacities that contribute to the greater happiness of individuals. Emotion is an essential element of one's personality and also of life. In both personal and professional survival, emotional intelligence plays a significant role. Emotions are the most influential psychological conditions of human personality.

## **REVIEW OF LITERATURE**

A literature review is a type of article. A body of work done by earlier scientists is technically called literature. Any scientific investigation starts with a review of literature. Working with literature is an essential part of the research process which generates the idea, helps in developing significant questions and is regarded as instrumental in the process of research design. The sources of review include journals and subject specific books, reviews, abstract, internet, doctoral dissertations etc. A collective body of works done by earlier scientists is technically called literature. Any scientific investigation starts with a review of the literature. In fact, working with literature is an essential part of the research process which generates the idea, helps in developing significant questions and is regarded as instrumental in the process of research design (Singh, A.K,1996).

### *Studies on Emotional Intelligence*

Valeria Donisi et al conducted a study (5 August 2022) titled "Training in communication and emotion handling skills for students attending medical school: Relationship with empathy, emotional intelligence, and attachment style". The aim of this study is to describe the Emoty-Com training, its impact on medical students' attitudes towards doctors' emotions and to explore the association between students' empathy, emotional intelligence (EI), and attachment style (AS) with post-training performance scores. The training reduced students' worry about managing emotions during doctor-patient relationships. Gender was associated with specific subscales of empathy, EI, and AS. Final performance scores were associated with students' attitudes towards emotions but not with empathy, emotional intelligence (EI), and attachment style. The Emoty-Com training increased students' self-efficacy in handling their own emotions during consultations. Students' performance scores were related to their attitude towards doctors' emotions in clinical encounters.

Michele A.L. Villagran and Lisa Martin (27 November 2021) conducted a study titled "academic librarians: Their understanding and use of emotional intelligence and happiness" . This study showed that there is a positive relationship between emotional intelligence and happiness This study also provided an opportunity to look at academic librarians' happiness and emotional intelligence in order to draw conclusions about the academic library workplace and recommend ways to enhance the workplace.

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Wafa Hamad ALmegeewly et al conducted a study (13 October 2022) titled "Correlation between emotional intelligence and academic achievement among undergraduate nursing students". The study found that there is a positive significant correlation between emotional intelligence and academic achievement.

Marta Estrada Guillén et al conducted a study (20 December 2022) titled "the impact of COVID-19 on university students and competences in education for sustainable development: Emotional intelligence, resilience and engagement ". The aim of this study is to show how students' emotional intelligence influenced their resilience, with repercussions on their engagement and subsequent academic performance. Results show that emotional intelligence was positively related to resilience, which in turn was related to engagement, and consequently, resulted in better academic performance. This finding should spark interest in developing emotional intelligence in education, not only because it produces healthy citizens in the longterm, but also because of its short-term positive impacts in the classroom.

### **STUDIES ON GENDER**

Fotis Kitsios et al (23 November 2022) conducted a study titled "Emotional intelligence with the gender perspective in health organizations managers" to investigate the emotional intelligence (EI) levels of healthcare executives (senior, middle and junior executives), in the field of health, in relation to sex. The study showed that healthcare managers express a high level of emotional perception, and management– evaluation of their own and other emotions. In addition, results in relation to sex revealed that women express higher EI than men and also express higher management-evaluation of self-esteem than men.

Xianjiao Deng et al conducted a cross-sectional study (23 November 2022) titled "Gender differences in empathy, emotional intelligence and problem-solving ability among nursing students: A cross-sectional study" to investigate the current state of emotional intelligence, empathy, and problem-solving ability in nursing students and to identify whether gender differences affect these three characteristics and how gender differences can be used to educate nurses on empathy. The study concluded that the gender differences are reflected not only in the level of emotional intelligence but also in the relationships between emotional intelligence, empathy, and problem-solving ability.

There is a study conducted by Maryam Meshkat et al in 2017 titled " Does Emotional Intelligence Depend on Gender? A Study on Undergraduate English Majors of Three Iranian Universities" supports this hypothesis. The Bar-On Emotional Quotient Inventory was distributed among 455 undergraduate university students majoring in English. These English majors were selected through availability sampling from Allameh Tabatabaee University, Khatam University, and Shahid Rajaei Teacher Training University in Tehran. Results showed that there was no significant difference between the genders on their total score measuring emotional intelligence, but the genders did tend to differ in emotional self-awareness, interpersonal relationship, self-regard, and empathy with females scoring higher than males.

Summiya Ahmad et al conducted a study (2009) titled " emotional intelligence and gender differences ". The research sample was comprised of one hundred and sixty subjects who were categorized into two groups. They were eighty males and eighty females from N.W.F.P. Snowball sampling technique was used to select subjects. Emotional Quotient Inventory (EQ-i) was used to find out the level of emotional intelligence among the subjects.

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Gender difference on Emotional Quotient Inventory reveals that Males have high emotional intelligence as compared to females.

### *Studies on Family Structure*

Ritu Singh et al conducted a study (18 October 2017) titled "impact analysis: family structure on social and emotional maturity of adolescents " to find out if type of family has any significant impact on social and emotional maturity of senior school adolescents of Pantnagar and to derive relationship between social and emotional maturity. Results revealed that respondents from joint family were more personally, interpersonally and socially adequate and thus, socially mature than those from nuclear family. Similarly, they were significantly higher on emotional stability, emotional progression, social adjustment, personality integration and independence component of emotional maturity than those from nuclear family. Social maturity and emotional maturity was found to be significantly positively correlated across type of family.

Mary Sloan et al conducted a study (2020) titled "emotional intelligence of adults raised in different family structures". The study examined EI of adults raised in dual parent households, single mother households, and single father households. Four hundred and seventy-five participants from dual parent, single mother, and single father households responded to a series of measures assessing emotional intelligence, emotional competence, subjective happiness, and perceived quality of relationships. Consistent with prior research, results indicated that individuals raised in dual parent households had significantly higher EI than those raised in single parent households. However, no significant difference was found in EI between adults raised in single mother homes compared to single father homes.

A study conducted by Percy Ruiz in 2018 titled “emotional intelligence, gender and family environment in Peruvian adolescents”. The objective of this study was to analyze the relationship of emotional intelligence and family environment. Result found that a direct correlation between family environment and emotional intelligence was found.

Another study conducted by R Gopinath in 2020 titled "dynamics of family structure on emotional intelligence of secondary school children”. This study was to investigate the moderating role of family structure on the Emotional Intelligence among 272 adolescents of both the gender at age of 16-18 those who are studying twelfth standard at Salem district of Tamil Nadu. Goleman’s Emotional Competence Inventory was used to collect the data. The researcher found that the family structure moderates the emotional intelligence of the respondent; specifically, students from join family are emotionally stronger than the students from nuclear family.

## **METHODOLOGY**

Methodology is the general research strategy that outlines the way in which a research project is to be undertaken & among other things, identifies the methods to be used in it. These methods, described in methodology, define the means of or modes of data collection or sometimes, how a specific result is to be calculated. Methodology does not define specific methods, even though much attention is given to the nature and kinds of processes to be followed in a particular procedure or to attain an objective (Howell, 2013).

### *Statement of Problem*

The present study is entitled "Role of family structure and gender on emotional intelligence among college students".

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### *Research Questions*

1. Is there any effect of family structure in emotional intelligence of college students?
2. Has gender any role in emotional intelligence of college students?

### *Objectives*

1. To investigate the effect of family structure (i.e., joint family and nuclear family) in emotional intelligence of college students.
2. To find out the role of gender (i.e., male and female) in emotional intelligence of college students.

### *Hypotheses*

- **H1:** There would be a significant difference between the emotional intelligence of college students from joint family and nuclear family.
- **H2:** There would be significant difference between emotional intelligence of college students of male and female.
- **H3:** There would be significant interaction effect of family structure and gender on emotional intelligence of college students.

### *Research Design*

#### **Participants**

The study conducted was comparative study in which samples were college students. It consists of 160 college students. The sample included 40 males and 40 females coming from joint family and 40 males and females coming from nuclear family in the age range of 18 to 26.

#### **Tools**

In order to conduct the research, it was necessary for the investigators to use certain tools to gather information from the participants regarding the variables under study. The variables used in the study are emotional intelligence, gender and family structure. The tool used was Schutte Self-Report Emotional Intelligence Test (SSEIT) developed by Schutte, Malouff, and Bhuller (2009).

#### **Schutte Self-Report Emotional Intelligence Test (SSEIT)**

It was developed in 2009 by Schutte, Malouff, and Bhuller and is also known as the Schutte Self-Report Emotional Intelligence Test, the Emotional Intelligence Scale, and the Self-Report Emotional Intelligence Test. It tries to provide a value or attribute to emotional intelligence. The "The Scale" 33-item self-report questionnaire focuses on common emotional intelligence.

According to Cronbach's alpha, the Assessing Emotions Scale has an internal consistency score of .90. For total scale scores, the scale's test-retest reliability is .78. The scale is valid in both directions.

#### **Data Collection Procedure**

The samples were collected through convenient sampling method for research purposes. After securing the permission from participants and respective authorities, demographic information's of the participants was obtained by providing a personal data schedule, soon after which the participant accessed the Schutte self-report emotional intelligence test. Participants were given a brief orientation about what the study is, participants were also

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assured the confidentiality and the data will not be given to anyone, only authorized people will have to assess them and their identities will not be disclosed to anyone. After taking informed consent, data collection was carried out then they were scored as per the manual and coded in an excel sheet for doing statistical analysis.

### *Data analysis*

Once the data collection was completed, the data were scored as per the manual. The relevant information was uploaded into an excel sheet and analysed with the help of statistical software SPSS. To test the research Hypotheses, the research used ANOVA and the results will be discussed in the fourth chapter.

### **Analysis of Variance (ANOVA)**

ANOVA is a statistical method that simultaneously compares means across several groups to determine if observed differences are due to chance or reflect genuine distinctions.

### *Variables*

#### **Independent Variable**

- Emotional Intelligence

#### **Dependent Variables**

- Family structure
- Gender

### *Ethical Considerations*

- Informed consent was taken from each participant before filling the questionnaire.
- The purpose of the study was explained properly to each participant.
- Clarification regarding the confidentiality was given before filling the questionnaire.
- Participants were treated equally and fairly.

## **RESULT AND DISCUSSION**

This chapter represents the results reached by the investigator through the statistical analysis. Analysis is the key of any research, where it is the way to test the hypothesis formulated by the investigator. The chapter consists of the data relevant to the test hypothesis and interpretation of the results. The data are given in tabular format also.

The aim of the present study was to investigate the role of family structure and gender in emotional intelligence. The objectives were to investigate the effect of family structure (i.e., joint family and nuclear family) in emotional intelligence of college students and to find out the role of gender (i.e., male and female) in emotional intelligence of college students. The hypotheses of present study were H1: there would be significant difference between the emotional intelligence of college students from joint family and nuclear family, H2: there would be significant difference between the emotional intelligence of college students of male and female and H3: there will be no significant interaction effect of family structure and gender on emotional intelligence of college students.

**Hypothesis 1** is that there would be significant difference between the emotional intelligence of college students from joint family and nuclear family. And table 1 shows the result.

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**Table 1: Mean, Standard deviation and significance value of emotional intelligence among joint family and nuclear family.**

Variable	Family structure	N	Mean	SD	Sig. Value
Emotional intelligence	Joint family	80	120.46	12.8	0.004
	Nuclear family	80	111.24	24.5	

Table 1 shows the Mean, standard deviation and significance value of emotional intelligence among joint family and nuclear family. The sampling size is 160 in which the number of college students from nuclear family and joint family are 80 each. Mean value of emotional intelligence of college students from nuclear family was found to be M= 111.24 and S. D= 24.451 and whereas emotional Mean value of emotional intelligence of college students from joint family was found to be M= 120.46 and S. D=12.810. This indicates that the level of emotional intelligence of college students from joint families is greater compared to college students from nuclear family. The result shows there is a significant difference between emotional intelligence of college students from joint family and nuclear family, significant value is .004, which is below the significance level of 0.05. Thus, the hypothesis which states that “there would be significant difference between the emotional intelligence of college students from joint family and nuclear family” is accepted.

Emotional intelligence is a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action (Wayne Pyne, Peter Salovey and John D. Mayer, 1990).

Joint families are an extension of nuclear families and are most often created when children of one sex stay in their parents' homes after marriage and welcome their spouses to join them. It might include an elderly man and his wife, his sons and daughters who are not married, his sons' wives and children, and so on. Biological or adopted children of married parents living with them in a family home constitutes a nuclear family in the conventional sense. Although their numbers have begun to decline in recent years, they are also known as "elementary" families and are often one of the most prevalent. The essential tenet of nuclear families is that parents raise their children collectively under one roof. Previous studies proved that children who are from Joint family are emotionally resilient than those from nuclear family.

**Hypothesis 2** is that there would be significant difference between the emotional intelligence of college students of male and female. And table 2 shows the result.

**Table 2: Mean, Standard deviation and significance value oof emotional intelligence of male and female college students.**

Variable	Gender	N	Mean	S.D.	Sig. Value
Emotional intelligence	Male	80	114.11	24.76.	0.262
	Female	80	117.40		

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The mean value of emotional intelligence of male college students was found to be  $M=114.11$  and  $S.D=24.760$  and whereas the Mean value of emotional intelligence of female college students was found to be  $M= 117.40$  and  $S.D = 13.446$ . This indicates that the level of emotional intelligence of female college students is greater compared to emotional intelligence of male college students.

The result also shows there is no significant difference between emotional intelligence of college students of male and female, significant value of .262, which is above significance level of 0.05. Thus, the hypothesis which states that “there would be significant difference between the emotional intelligence of college students of male and female” is rejected.

All people are biologically classified as either male, female, or intersex at birth. However, gender is a social construct that is typically based on the expectations society has of people based mostly on their sex.

Along with the dramatic changes occurring around the globe, people's views and points of view are also evolving. Emotional intelligence will also see a decline in gender stereotypes. And today, because to women's emancipation, the standing of women is catching up to that of males.

**Hypothesis 3** is that there would be no significant interaction effect of family structure and gender on emotional intelligence of college students. And table 3 shows the result.

**Table 3: Interaction effect of family structure and gender on emotional intelligence.**

Interaction Effect	d.f.	Sig. Value
Family Structure *Gender	1	0.037

Table 3 shows there is significant interaction of family structure and gender on emotional intelligence of college students, significant value is 0.037. which is below the significance level of 0.05. Thus, the hypothesis which states that “there will be no significance of interaction effect of family structure and gender on emotional intelligence of college students” is rejected. According to the present study, family structure plays a role in emotional intelligence and there is an interaction effect of family structure and gender on emotional intelligence.

### **SUMMARY AND CONCLUSION**

The chapter provides an overview of the summary of the present study, findings of the study, conclusions, implications, limitations and scope for further research.

#### **Summary and Conclusion of the study**

The study entitled “role of family structure and gender on emotional intelligence among college students” was undertaken to investigate emotional intelligence among males and females from joint family and nuclear family. The sample of 160 college students consists of 40 males and females coming from joint family and 40 males and females coming from nuclear. The present study has taken participants who are college students. Data was collected using a purposive sampling method.

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The data collection of the study was done using Schutte self-report Emotional Intelligence Test (SSEIT) developed by Schutte, Malouff and Bhuller (2009).

The obtained results were analyzed using an ANOVA. The results show there is significant difference between the emotional intelligence of college students from joint family and nuclear family, there is no significant difference between the emotional intelligence of college students of male and female and there is significance of interaction effect of family structure and gender on emotional intelligence of college students.

### *Findings of the study*

- There is significant difference between emotional intelligence of college students from joint family and nuclear family.
- There is no significant difference between emotional intelligence of college students of male and female.
- There is significance of interaction effect of family structure and gender on emotional intelligence of college students.

### *Limitations of the study*

- There were only a limited number of samples.
- There were samples only from a limited area.
- The truthfulness of the study depends on the honesty of those who filled the questionnaire.
- This study was done in a short period of time.

### *Scope for further study*

- Increase the sample size to improve the generalizability and reliability of the findings.
- Extend the study to include samples from a broader geographical area to ensure diversity and better representation.
- Conduct a longitudinal study to observe trends and changes

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