

Gender and Emotional Intelligence of Collage going students

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ABSTRACT

Emotional intelligence is social and acquisitive in nature so either consciously or unconsciously parents and children represent their emotion in an expressive way to one another, in their interaction. It seems that further to individual differences of boy and girl, the expectation of society and people around, especially parents, are different in terms of children's sexuality. As per our society, girls are mostly expected to be more expressive of feelings, whereas abstaining from feelings expression in boys is strengthened as a manly model. The research showed that emotional intelligence is meaningful associated with gender differences. The present study examined the effect of effects of emotional intelligence on male and female students. The total participant of the present study is 150 (75 male and 75 female). All students belongs to master level studying in various colleges in Ghaziabad were selected in randomly the data was collected through standardized "Emotional Intelligence Test" by Hydes & Dethe. T-test was conducted to compare between means. Then, an over view of the paper is include a demonstration of the influence of gender differences on Emotional Intelligence is also given. Finally in conclusion it is important to realize that girls are higher than boys in emotional intelligence.

Keywords : Emotional Intelligence, Gender

EMOTIONAL INTELLIGENCE

Emotional intelligence is the capacity to create positive outcomes in relationships with others and with self. Emotional intelligence is the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. According to Salovey and Mayer (1990) the emotionally intelligent person is skilled in different areas such as identifying, using, understanding, and regulating the emotions. Emotional intelligence is "the ability to: be aware to understand and to express oneself; be aware of, to understand, and to relate to Others, deal with strong emotions and control one's impulses; and adapt to change and to solve problems of a personal or a social nature . Studies have shown that

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emotional intelligence impact a leader's ability to be effective (Goleman 1995). As per Goldman's view EI refers "managing feeling so that they are expressed appropriately and effectively and the four major skills that make up emotional intelligence are: self awareness, social awareness, relationship Management and self- management. The major components of emotional intelligence which can be regarded as key to success in life (Dunn, 2003) are as follows: Knowledge about causes of emotions, Self-regulation and modulation of one' emotions, Empathy, Motivation and good decision-making, Ability to analyze and understand relationships, Intuitiveness, Creative and flexible thinking, Integrated self, Balanced life

Chu (2002) revealed that Boys are more emotionally intelligent. Thilagavathy (2013) found that there is no significance difference of emotional intelligence between urban and rural teacher but significance difference exist between male and female teacher where as Gangal and Singh (2012) established that male and female, rural and urban teacher trainee do not differ significantly in reference to their emotional intelligence. The popular belief is that, women are not more emotionally intelligent than men. The challenge to determine whether emotional intelligence and gender are correlated has had mixed result. An analysis of emotional Intelligence was found in thousands of men and women which showed that women, on average, are more aware of their emotions, show more empathy, and are more adopt interpersonally. Men, on the other hand, are more self-confident, optimistic, and adaptable. It was found that men are also able to handle stress better than women. Findings of studies reported by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) revealed that females have higher emotional intelligence than that of males. Since females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence ought to be higher than that of males. After taking into account overall ratings for men and women, the strengths and weaknesses average out, so it is a competition between both sexes.

The abilities of emotional intelligence between sexual and age group showed a meaningful difference. Brudy and Hell in their study titled "Sexuality and emotions" that boys and girls learn different lesson to controlling their emotion, Parents mostly talk to their daughter rather than sons, about the emotion (expect for anger). The finding result showed that females got meaning fully higher score than males in emotional intelligence, but emotional intelligence is a more distinguished predictor in men's life.

Gender difference in emotional intelligence among college going student

Evidence suggests that there are gender differences and similarities in academic success at different levels of education around the globe. Studies on emotional intelligence have shown its relevance to many aspects of life and the role it plays in the interactions and adjustments in daily life. Punia and Sangwan (2011) found that girls are more emotionally intelligent than boys. For instance, in the Caribbean, it was found at the secondary school level that there was a significant gender difference in academic achievement in favor of the girls in Barbados and St Vincent (Cumberbatch 1993; Fayombo 2010). Likewise, Dayıođlu, and Tūrüt-Ařık (2004) found that females excel in their studies and performed better than their male counterparts among

undergraduate students in a large public university in Turkey. Only in recent years have there been various publications on the impact of emotional intelligence on college students (Bellack, 1999; Elder, 1997; Jaeger, 2003, Liptak, 2005; Ramos-Sanchez & Nichols, 2007), including doctoral studies (Feldman, 2003; Holt, 2007; Vela, 2004, Walker, 2006; Westphal, 2007), showing a positive correlation between academic success and higher emotional intelligence. Chickering (1993) identified managing emotions as one of the seven vectors in college student development. Research in the area has shown that college going student with emotional intelligence score also tend to be more successful academically. Thus, it is seen that the studies conducted come up with different results and it is becoming difficult to make generalizations. When we consider the number of factors having impact on the levels of emotional intelligence and their form of impact, it is clear that conducting several studies on this field, at different places by using different variables is necessary.

METHOD

Aim:

The purpose of the present study is to compare emotional intelligence between college going Girls and Boys.

Objective:

To compare the level of Emotional Intelligence of college going Boys & Girls.

Hypothesis:

There are significant gender differences concerning emotional intelligence.

Sample

The research sample comprised of one hundred and fifty participants (N=150) consisted 75 female participants (N=75), 75 male participants (N=75). All belong to master level, aged 22-25 years. All participants were from Ghaziabad PG collage. The duration of a research study was 4 months.

Tool

1. Emotional Intelligence questionnaire test developed by “Anmol Hyde & Sanjyot Dethe”.
2. Personal data sheet.

Procedure

There were 150 respondents were randomly contacted and convinced for the study in their free time. All the participants were briefed about how to rate the response of the scale. Most of the students completed the test however, some questionnaires were returned incomplete or invalidly filled. They were not included in the sample.

Statistical Analyses

The entire data were coded for analyzing the data; T-test was applied to measure the mean difference of participants. All the calculations were calculated manually.

Table-1

1. Self awareness				
Sex	N	Mean	S.D.	t-values
Male	75	17.14	2.58	0.15*
Female	75	17.2	2.13	
2. Empathic				
Sex	N	Mean	S.D.	t-values
Male	75	18.61	3.86	1.50*
Female	75	19.47	3.1	
3. Self –motivated				
Sex	N	Mean	S.D.	t-values
Male	75	23.14	3.12	0.94*
Female	75	23.8	5.19	
4. Emotionally stable				
Sex	N	Mean	S.D.	t-values
Male	75	15.39	3.12	0.72*
Female	75	15.76	2.69	
5. Manageable in relation				
Sex	N	Mean	S.D.	t-values
Male	75	15.39	3.59	0.72*
Female	75	15.76	2.67	
6. Integrated				
Sex	N	Mean	S.D.	t-values
Male	75	13.97	3.94	3.82*
Female	75	12.01	2.06	
7. Self-developed				
Sex	N	Mean	S.D.	t-values
Male	75	8.85	2.01	3.14*
Female	75	7.94	1.46	
8. Value oriented				
Sex	N	Mean	S.D.	t-values
Male	75	8.13	2.01	1.60*
Female	75	8.52	1.468	
9. Committed				
Sex	N	Mean	S.D.	t-values
Male	75	8.64	1.66	2.35*
Female	75	7.99	1.72	
10. Altruistic				
Sex	N	Mean	S.D.	t-values
Male	75	7.96	1.85	2.24*
Female	75	8.56	1.39	

Result and Interpretation

With respect to gender, comparison between the means of two groups in this study (boys and girls) which is presented in Table 1, where different dimensions were compared and it indicates that the “self-awareness” in the boys ($M=17.14$) is less than that of girls ($M=17.20$). In “Empathy” the girls score ($M=19.47$) is higher than that of boys ($M=18.61$). This is in accordance with the general perception about girls that girls are more sensitive about feeling helpful in all circumstances for other. Tapia (1999) and Dunn (2002) suggested that girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. They are more sensitive towards their relationships with parents, friends and siblings. As revealed above table “self motivation” in the boys ($m=23.14$) are lower than of girls ($m=23.80$) and same in “emotional stability” of boys ($m=15.39$) is also lower than of girls ($m=15.76$), it is also indicated that in “managing relation” the girls ($m=15.76$) are higher than boys (15.39). But the t-value indicated that no significant difference at 0.05 level of confidence in all dimensions. But it shows that “integrity” in boys ($m=13.97$) is higher than that of girls ($m=12.01$) and “self development” of boys ($m=8.85$) is higher than that of girls (7.94). But the t-value indicated that significant difference at 0.05 level of confidence. This is accordance with the general perception about the boys, boys are more committed than girls. As the revealed in above table that the “value orientation” of girls ($m=8.52$) is higher than of boys ($m=8.13$), boys ($m=8.64$) are higher than that of girls ($m=7.99$) in “commitment”. Adeyemo (2007) found that emotional intelligence is positively and significantly associated with organizational commitment and job satisfaction but the t-values indicates difference is not significant at 0.01 level of confidence. So the studies are neither in favor nor in against of it. In the last dimension, the result shows that the “Altruistic behavior” girls ($m=8.56$) is higher than of boys ($m=7.96$) but the t-value indicated their difference is not significant at 0.01 level of confidence. The result is not conclusive and further researches are needed in this direction for more clarification.

Discussion and Conclusion

As per the result table girls are more self aware, empathic, self-motivated, emotionally stable, value oriented, altruistic and also manageable in relation than boys. But boys are more integrated, self-developed, and committed than girls.

On the basis of above discussion, it can be said that accept two dimensions: integrity and self-development, rest dimensions have lack of significant difference. Out of ten dimensions, eight dimensions show little difference in relation to gender. So, it can be concluded from discussion that there is no major gender difference in relation to emotional intelligence. Eisenberg (1994) also suggested that men and women significantly differ in their styles of emotional intelligence. Women and girls are generally considered more caring and emotionally responsive than men and boys. So these results are supported by Eisenberg.

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