

To Compare the Emotional Intelligence of Male and Female Professional College Students

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ABSTRACT

Background: Emotional Intelligence is the capability of people to recognize their own feelings, thoughts, emotions and those of others discern between different feelings, label them appropriately, and use emotional information to guide thinking, behavior, manage and adjust emotions to adapt to the environments and to achieve one's goals.

Objectives: 1. To assess emotional intelligence among students of professional colleges. 2. To compare the level of emotional intelligence among male and female students of professional colleges. 3. To compare the level of emotional intelligence among subjects from different professional colleges. 4. To associate the emotional intelligence with selected demographic variables among students of professional colleges.

Materials and methods: Research approach: Exploratory approach. Research design: Comparative Study. Population: Students of professional colleges. Sample: Professional college students from Wardha. Sample size: 300. Sampling technique: Convenience sampling technique

Results: Levels of emotional intelligence were seen into: below poor, average, good and excellent, 4% of mechanical professional students had average level of emotional intelligence, 44% had good and 52% had excellent level of emotional intelligence. Mean emotional intelligence score of the mechanical professional students were 222.81 ± 38.23 . Emotional intelligence score of male students were higher 211.32 with SD of ± 44.40 when compared with mean intelligence score of female professional students which was 209.46 with SD of ± 33.86 .

Conclusion: In this study, the emotional intelligence of male and female professional college students were compared in which male professional college students have higher emotional intelligence level than female professional college students.

Keywords: Compare, emotional, intelligence, professional, college, students.

INTRODUCTION

The term Emotional Intelligence first appeared in a 1964 paper by Michael Beldoch, it gained popularity in the 1995 book by that title, written by author and science journalist Daniel Goleman. Emotional Intelligence is the capability of individuals to recognize their own feelings, emotions and those of others discern between different feelings and label them

appropriately, use emotional information to guide thinking and behavior and manage and/or adjust emotions to adapt to environments or achieve one's goal(s).^[1]

The term Emotional Intelligence first appeared in a 1964 paper by Michael Beldoch^[7] and in a 1964 paper by B. Leuner entitled Emotional Intelligence and Emancipation which appeared in the psychotherapeutic journal: *Practice of child*

psychology and child psychiatry. It gained popularity in the 1995 book by that title, written by author and science journalist Daniel Goleman. [10]

According to Mayer & Salovey (1997), some individuals have a greater capacity than others to carry out sophisticated information processing about emotions and emotion relevant stimuli and to use this information as a guide to thinking and behavior. [2]

A study conducted by McKinley SK (2014), in which the male residents physicians who participated in the study has a similar emotional intelligence with the female residents which counters the hypothesis and stands in contrast to the findings that women have higher overall emotional intelligence than men in several studies of medical students and medical school applicants. [3]

Emotional intelligence has the following common components: Perceiving: Aware, regard or interpret someone or something, Understanding: Comprehension of something or someone, Using: deploy or utilizing of something or someone, managing: Controlling, authority or control. Perceiving, utilizing and managing emotions is important to everyday practice for people in different careers or management, professionals, business executives, doctors, advocates and even students. Students with low emotional intelligence have a higher risk of indulging in health-damaging behavior or educational failure and sleep disturbance in response to stress, On the other hand, their emotionally intelligent counterparts were more likely to manage their stress using social and were able to judge that such behavior would not help them. [4]

There are some studies that have been conducted on emotional intelligence and its development (Gyanani, T.C and Kushwahashyam Sundar,2001) and found studies have shown that IQ is inherent but emotional intelligence can be developed and nurtured even in adulthood and prove

beneficial to one's health, relationships and performance. [5]

Emotional Intelligence is divided into Five Categories; Self-awareness: Awareness of one's own feelings and character, Self-regulation: Fact of something such as an organization that regulates itself without intervention of external bodies, Motivation: Reason or reasons for acting or working for a particular goal(s), Empathy: The ability of a person to understand or share the feelings of another, Social skills: It is a competence facilitating interaction and communication with others where social rules and relations are created.

Studies have shown that people with high emotional intelligence have greater mental health, job performance and leadership skills although no causal relationships have been shown and such findings are likely to be attributable to general intelligence and specific character rather than emotional intelligence as a construct. For eg: Goldman indicated that emotional intelligence accounted for 67% of the abilities deemed necessary for superior performance in leaders and mattered twice as much as technical expertise or IQ. [6]

Teaching emotional and social skills is very important in schools and colleges. It can affect academic achievement positively not only during the year they are taught, but during the year that follows as well. Teaching these skills has long term effect on achievement (Elias et al., 1991). [8]

The purpose of this study is to understand emotional intelligence in the Indian context and to establish a score of emotional intelligence, which could be used by future studies to interpret the various correlates of emotional intelligence as well its implications in the professional colleges.

According to Rosanna G. Lea, Sarah K Davis et al, people with higher levels of emotional intelligence (EI: adaptive emotional traits, skills, and abilities) typically achieve more positive life outcomes, such as psychological wellbeing,

educational attainment, and job-related success.^[9]

HYPOTHESIS

H₁ : There may be different level of emotional intelligence among male students and female students in selected professional colleges.

ASSUMPTIONS

The study assumes that,

The level of emotional intelligence will be different among the students of different professional colleges.

Emotional intelligence may vary from each professional students

MATERIALS AND METHODS

The exploratory approach with comparative design was used in this study. The data gathering process was done in professional college began from 5th to 7th March 2019 as per laid down criteria 300 samples were selected from two engineering colleges and selected two branches, electrical and mechanical in Wardha district, using convenience sampling technique and the tool was standardized emotional intelligence scale consists of 60 statements. The study was approved by the institutional ethical committee and the study was conducted in accordance with the ethical guidelines prescribed by central ethics committee on human research. The inclusion criteria of the study were students of professional colleges at the age group of 18-25yrs who are available at the time of data collection and who are willing to participate in the study. The exclusion criteria were students who are related to a psychologist, absent or who are not willing to participate during the time of data collection.

RESULTS

The below table depicts frequency and percentage wise distribution of students of professional colleges according to their, religion, education, monthly family income etc. 42% of electrical students and 74.7% of mechanical students were in the age 17-19

yrs, 40% of electrical and 18% of mechanical students were in the age group 20-23 years and 16.7% of electrical and 7.30% of mechanical students were in the age group of 23-25 years and 1.30% of electrical students were more that 25 years.

Table 1 Distribution of students according to their demographic characteristics n=300

Demographic Variables	Electrical	Mechanical
Age in years	Frequency	Frequency
17-19 yrs	63(42%)	112(74.7%)
20-23 yrs	60(40%)	27(18%)
23-25 yrs	25(16.7%)	11(7.3%)
>25 yrs	2(1.3%)	0(0%)
Gender		
Male	100(66.7%)	100(66.7%)
Female	50(33.3%)	50(33.3%)
Type of family		
Nuclear	66(44%)	76(50.7%)
Joint	71(47.3%)	67(44.7%)
Extended	8(5.3%)	4(2.7%)
Step	5(3.3%)	3(2%)
Number of siblings		
One	43(28.7%)	49(32.7%)
Two	61(40.7%)	71(47.3%)
Three	31(20.7%)	16(10.7%)
Four and above	15(10%)	14(9.3%)
Birth order		
First	77(51.3%)	93(62%)
Second	60(40%)	47(31.3%)
Third	12(8%)	9(6%)
Fourth or more	1(0.7%)	1(0.7%)
Living with both parent		
Yes	125(83.3%)	128(85.3%)
No	25(16.7%)	22(14.7%)
Monthly family income		
10000-15000 Rs	68(45.3%)	75(50%)
16000-20000 Rs	51(34%)	29(19.3%)
21000-30000 Rs	19(12.7%)	26(17.3%)
>30000 Rs	12(8%)	20(13.3%)
Religion		
Christian	11(7.3%)	4(2.7%)
Hindu	114(76%)	122(81.3%)
Muslim	15(10%)	4(2.7%)
Others	10(6.7%)	20(13.3%)
Education of father		
High school or below	49(32.7%)	35(23.3%)
Junior college	55(36.7%)	60(40%)
Graduate	40(26.7%)	38(25.3%)
Post-graduate	6(4%)	17(11.3%)
Education of mother		
High school or below	79(52.7%)	72(48%)
Junior college	52(34.7%)	61(40.7%)
Graduate	18(12%)	15(10%)
Post-graduate	1(0.7%)	2(1.3%)

Each 66.7% of electrical and mechanical students were males and each 33.3% of them were females which are equal in number. 44% of the electrical and 50.70% of the mechanical students were belonging to nuclear families, 47.30% of the electrical and 44.70% of the mechanical students were from joint families. 28.7% of

the electrical and 32.7% of mechanical students had only one siblings, 40.7% of the electrical and 47.30% of the mechanical students had two and 20.7% of the electrical and 10.7% of the mechanical students had three siblings. 51.3% of the electrical students and 62% of mechanical students were have first birth order, 40% of electrical and 31.3% of the mechanical students had two, 8% of the electrical and 6% of the mechanical students had birth order three and each 0.70% of them had birth order of fourth or more.

Among the students, 83.30% of the electrical and 85.30% of the mechanical students were living with their both the parents and 16.70% of the electrical and 14.70% of the mechanical students were not living with their both the parents. 45.3% of the electrical and 50% of the mechanical students were having monthly family income of Rs 10000-15000 Rs, 34% of the electrical and 19.3% of the mechanical students were having monthly family income of Rs 16000-20000 Rs and 12.7% of the electrical and 17.3% of the mechanical students were having monthly family income of Rs 21000-30000 respectively. 7.30% of the electrical and 2.70% of the mechanical students were Christian, 76% of the electrical and 81.30% of the mechanical students were Hindus and 10% of the electrical and 2.70% of the mechanical students were Muslim.

The qualifications of the students parents were 32.7% of the electrical and 23.3% of the mechanical students were educated upto high school or below, 36.7% of the electrical and 40% of the mechanical students were educated upto junior college and 26.7% of the electrical and 25.3% of the mechanical students were graduates, 52.7% of the electrical and 48% of the mechanical students were educated upto high school or below, 34.7% of the electrical and 40.75% of the mechanical students were educated upto junior college and 12% of the electrical and 10% of the mechanical students were graduates.

Table 2 Distribution of emotional intelligence among electrical engineering students n=150

Level of emotional intelligence	Percentage score	Level of emotional intelligence	
		Frequency	Percentage
Poor	0-75	0	0
Average	76-150	17	11.33
Good	151-225	69	46
Excellent	226-300	64	42.67
Mean±SD		210.70 ± 41.08	
Range		95 to 276	

The above table shows the frequency and percentage wise distribution of electrical engineering professional students according to level of emotional intelligence. The levels of emotional intelligence were seen into 4 categories, below poor, average, good and excellent 11.33% of electrical professional students had average level of emotional intelligence, 46% had good and 42.67% had excellent level of emotional intelligence. Mean emotional intelligence score of the electrical professional students was 210.70 ± 41.08.

Table3 Distribution of emotional intelligence among mechanical engineering students n=150

Level of emotional intelligence	Percentage score	Level of emotional intelligence	
		Frequency	Percentage
Poor	0-75	0	0
Average	76-150	6	4
Good	151-225	66	44
Excellent	226-300	78	52
Mean±SD		222.81 ± 38.23	
Range		119 to 225	

The above table shows the frequency and percentage wise distribution of mechanical engineering students according to level of emotional intelligence. The levels of emotional intelligence were seen into 4 categories, below poor, average, good and excellent. 4% of mechanical engineering students had average level of emotional intelligence, 44% had good and 52% had excellent level of emotional intelligence. Mean emotional intelligence score of the mechanical professional students was 222.81 ± 38.23.

Table 4 Comparison of the level of emotional intelligence among male and female students of electrical professional college n=150

Overall	Mean	SD	Mean Difference	t-value	p-value
Male	211.32	44.40	1.86±7.13	0.26	0.79,NS
Female	209.46	33.86			

*NS- Non Significant

The above table depicts the comparison of emotional intelligence score among male and female students of electrical engineering college which reveals that emotional intelligence score of male was higher 211.32 with SD of ± 44.40 when compared with mean intelligence score of female professional students which was 209.46 with SD of ± 33.86 .

Table 5 Comparison of the level of emotional intelligence among male and female students of mechanical professional college n=150

Overall	Mean	SD	Mean Difference	t-value	p-value
Male	218.96	41.53	11.56 \pm 6.57	1.75	0.08,NS
Female	230.52	29.47			

*NS- Non Significant

The above table depicts the comparison of emotional intelligence score among male and female students of mechanical engineering college which reveals that emotional intelligence score of

female was higher 230.52 with SD of ± 29.4 when compared with mean intelligence score of male professional students which was 218.96 with SD of ± 41.53 .

Table 6 Comparison of the level of emotional intelligence among students of electrical and mechanical professional college n=300

Overall	Mean	SD	Mean Difference	t-value	p-value
Electrical	210.70	41.08	12.11 \pm 4.58	2.64	0.009,S
Mechanical	222.81	38.23			

*S- Significant

The above table depicts the comparison of emotional intelligence score among electrical and mechanical engineering college students which reveals that emotional intelligence score of mechanical professional students was higher 222.81 with SD of ± 38.23 when compared with mean intelligence score of electrical professional students which was 210.70 with SD of ± 41.08 .

Table 7 Association of emotional intelligence score in relation to age in years n=150

Age in years	No. of students	Mean emotional intelligence score	F-value	p-value
17-19 yrs	63(42%)	207.60 \pm 41.29	3.90	0.010 S,p<0.05
20-23 yrs	60(40%)	209.55 \pm 41.63		
23-25 yrs	25(16.7%)	227.24 \pm 32.20		
>25 yrs	2(1.3%)	136 \pm 2.82		

S-Significant

The above table shows association of knowledge scores with number of siblings of electrical professional students. The tabulated 'F' values was 2.66(df=3,146) which is much higher than the calculated 'F' i.e. 2.50 at 5% level of significance. Also the calculated 'p'=0.061 which was much higher than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that number of siblings of electrical professional students is statistically not associated with their emotional intelligence score.

Table 8 Association of emotional intelligence score in relation to monthly family income(Rs) n=150

Monthly family income(Rs)	No. of students	Mean emotional intelligence score	F-value	p-value
10000-15000 Rs	68(45.3%)	218.05 \pm 34.80	3.25	0.024 S,p<0.05
16000-20000 Rs	51(34%)	206.35 \pm 44.18		
21000-30000 Rs	19(12.7%)	188.47 \pm 43.64		
>30000 Rs	12(8%)	222.66 \pm 45.43		

S-Significant

This table shows the association of knowledge scores with monthly family income (Rs) of electrical professional students. The tabulated 'F' values was 2.66(df=3,146) which is less than the calculated 'F' i.e. 3.25 at 5% level of significance. Also the calculated 'p'=0.024 which was less than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that monthly family income (Rs) of electrical professional students is statistically associated with their emotional intelligence score.

Table 9 Association of emotional intelligence score in relation to living with both the parents n=150

Living with both the parents	No. of students	Mean emotional intelligence score	t-value	p-value
Yes	128(85.3%)	225.57 \pm 35.28	2.15	0.033 S,p<0.05
No	22(14.7%)	206.77 \pm 50.26		

S-Significant

This table shows the association of knowledge scores with living with both the parents of mechanical professional students. The tabulated 't' values was 1.96(df=148) which is much less than the calculated 't' i.e. 2.15 at 5% level of significance. Also the calculated 'p'=0.033 which was much less than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that living with both the parents of mechanical professional students is statistically associated with their emotional intelligence score.

DISCUSSION

A study conducted by McKinley SK (2014), in which the male residents physicians who participated in the study has a similar emotional intelligence with the female residents. [3] However, this is a contrast with my study where the emotional intelligence of male professional college students are higher than female professional college students.

The findings of the study were discussed with reference to the objectives stated in chapter I and the findings of the other studies in this section. The present study undertaken is to compare the emotional intelligence of male and female professional college students.

The levels of emotional intelligence were seen into 4 categories, below poor, average, good and excellent, 4% of mechanical professional students had average level of emotional intelligence, 44% had good and 52% had excellent level of emotional intelligence. Mean emotional intelligence score of the mechanical professional students was 222.81 ± 38.23 .

Emotional intelligence score of male was higher 211.32 with SD of ± 44.40 when compared with mean intelligence score of female professional students which was 209.46 with SD of ± 33.86 . The statistical Student's unpaired t test implies that the difference in the emotional intelligence score of male and female students electrical professional college was found to be 0.26

which is statistically not significant at 0.05% level of significance.

Thus H11 is rejected and H01 is accepted.

CONCLUSION

The present comparative study shows that the professional college student of mechanical engineering colleges is having more emotional intelligence than electrical engineering college students.

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