

Perceived Emotional Intelligence among Male and Female Undergraduate Students of L. N. Mithila University, India

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Abstract

Original Research Article

With the advancement of social system Emotional Intelligence (EI) is contributing a lot in increasing the life span of people in general and society as a whole in particular. Therefore, Emotional Intelligence plays a crucial role in all human spheres of life. The existing literature on the phenomenon reveals different sources of psycho – social – cultural aspects but still needs attention to study it from different angles. Hence, the present piece of research work was aimed at studying the perceived Emotional Intelligence among male and female undergraduate students with particular reference to L. N. Mithila University, Darbhanga, India. For the present piece of research work one hundred eighty undergraduate (N=180) students comprising male (n=90) and female (n=90) were randomly selected from different constituent colleges of L. N. Mithila University, Darbhanga. Total subjects' age were ranged between 18 – 21 years. Having collected the data on the schedules it has been identified that one hundred five (n=105) undergraduate who belongs to joint family system out of total sample and similarly only seventy five (n=75) undergraduate students were found belonging to nuclear family system out of total sample. Individual data were summed up as per norms for giving statistical treatment. Finally obtained results revealed the fact that there is no significant difference between the group of male and female undergraduates in terms of their emotional intelligence, although, female students had shown higher degree of EI than male students. Similarly, nuclear family undergraduates had shown higher degree of EI in comparison to Joint family Undergraduates, although, both the group has been found insignificant statistically when t – test was applied. Obtained results have been discussed in detail by giving appropriate reasons.

Keywords: Emotional Intelligence, Male, Female, Undergraduates, L. N. Mithila University, Darbhanga.

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INTRODUCTION

In the rapid changing environment the “*Emotional Intelligence*” has occupied pivotal role in different spheres of human life. It is because of the fact that Emotional intelligence (EI) is a concept proposed to account for the variability in the individual's ability and propensity to regulate their emotion. Emotional intelligence aims to provide a scientific framework for the idea that individuals differ in the extent to which they attend to process and utilize affect overloaded information of an interpersonal regulating one's own emotions or interpersonal regulating other's emotion nature [1, 2]. Likewise Emotional Intelligence is relatively new phenomenon and there is still confusion about its correct definition. Like the definition of traditional intelligence, it also has several dimensions [3, 4]. Singh [5] defined Emotional Intelligence as the ability of individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment, although, many psychologists focused their attempts to

study the relationship between Gender and Emotional Intelligence [6] and the relationship between Emotional Intelligence and Self – Efficacy, Psychological Well – Being [7].

It is very important to mention here that the term ‘Emotional Intelligence’ refers to the mental process involved in the recognition, use, understanding, and management of one's own and others' emotional states to solve problems and regulate behavior. Salovey and Mayer [8] were the first to propose a theory of emotional intelligence in the academic literature and they defined emotional intelligence as “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use the information to guide one's thinking and action. In their most recent model, they define emotional intelligence as the ability to: (a) perceive and express emotion, (b) use emotion to facilitate thought, (c) understand and reason with emotion, and (d) regulate emotion in the self and others

[8]. Basically, these researchers conceptualize emotional intelligence as a mental ability pertaining to an individual's capacity to process and reason with and about emotion – laden information. Mayer and Salovey's model is distinct from other models, which define and measure emotional intelligence as a set of self – perceived skills, competencies, and personality traits including optimism and self – esteem [9, 10, 4].

Mayer and Salovey [8] viewed emotional intelligence as 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 actions. Basically they defined their thinking about emotional intelligence and published a four branch model, which defined emotional intelligence as the ability to (a) perceive emotion, (b) use emotion to facilitate thought, (c) understand emotions, and (d) manage emotion.

Apart from the above context, it is to be mentioned that moral value is viewed as an important aspect of emotional intelligence. It is because of the fact that moral values are important for a student for his wellbeing and to be successful in his life. Moral values present a good boundary for the life of an individual. Likewise, honesty makes a student to be saluted by others in the society, compassion makes ourselves sympathetic to others, courage provides on oneself the bravery to overcome the challenges, modesty makes us focused and humble, and forgiveness makes an individual to be emotionally stable because one should not keep onto anger [11]. It is often observed that these qualities make the individual to live a life that reduces anxiety and stress levels. Thus, emotional intelligence paves the way to live our life in a way that we will be really proud of. The love and affection that we are having with others will be more joyful because we live our life according to honesty, forgiveness and courage. Therefore a person or student who is willing and able to orient himself in different activities of his group to maintain good stable in social life, maintain good rapport with others may be called as socially and emotionally matured person. Goleman [12] viewed that people with high emotional intelligence generally have successful relationships with family, friends and fellow workers. They are successful because they persist in the face of setbacks and channel their emotional energies towards achieving their goals. Goleman also identified five elements as components of emotional intelligence. They were: Self – awareness, Self- regulation, Motivation, Empathy, Social skills. Updhyaya [13] carried out a research on personality of emotionally intelligent student – teachers and found that high emotionally intelligent student – teachers were more confident, persistent, supportive, enthusiastic and divergent as compared low emotionally intelligent student – teachers. Moreover, various researches on emotional intelligence have been carried out in relation to different aspects of student – teacher by different

scholars of repute [14-18] and concluded that emotional intelligence is an important aspect of individual life.

It is important to mention here that quality of education can be achieved only through effective and interactive methods of teaching. In such condition teacher plays a pivotal role in giving quality education, although, the roles of teacher and students during the teaching – learning process varies according to time and space.

Aims and Objectives of the Present Study

Having reviewed the literature on the phenomenon, it is found that various studies have been conducted covering different aspects of human life but little attention has been paid by Indian researchers. Based upon the above mentioned contemporary viewpoints about the concept of emotional intelligence, it can be understood one's emotional intelligence as a unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one's thinking process for behaving in a proper balanced way in the ultimate realization of the happiness and welfare of the self in tune with others. It is worth mentioning that a person's emotional intelligence helps very much in our whole spheres of life through its various constituents viz., self-awareness, management of self, social awareness and management of relationships with others. Our undergraduate students who are the pillars of nation as well as future of India cannot be an exception to this observed fact. Hence, based upon these facts the present investigator has planned to see the perceived emotional intelligence among male and female undergraduate students of those who are studying in different constituent colleges of L. N. Mithila University, Darbhanga. India. This is yet an unexplored area needs special attention to be studied because the youths of Mithila region especially our graduates contributed a lot in different fields of vocations such as academics, administrative, political and social services, etc. for the promotion of Indian society at International arena. Thus, the present study may fill the void of knowledge in the area of emotional intelligence with particular reference to Mithila region of Northern India.

HYPOTHESES

It was hypothesized on the basis of the broad aims and objective of the present study as given below;

- There will be no significant difference between male and female undergraduate students in their degree of emotional intelligence.
- Female undergraduate students will have higher degree of emotional intelligence than male undergraduate students.
- There will be no significant difference between joint and nuclear family undergraduate students in terms of their degree of emotional intelligence.
- Undergraduate students belonging to joint family will have higher degree of emotional intelligence in

comparison to nuclear family undergraduate students.

RESEARCH METHODOLOGY

Sample

For the present piece of research work one hundred eighty undergraduate (N=180) students comprising male (n=90) and female (n=90) were randomly selected from different constituent colleges of L. N. Mithila University, Darbhanga. The colleges viz., M. R. M. College, C. M. College, Millat College and M. L. S. M. College were given priority for the collection of data. All mentioned colleges are located at Darbhanga town. Total subjects' age were ranged between 18 – 21 years.

It is important to be mentioned that after collection of data it has been identified that one hundred five (n=105) undergraduate who belongs to joint family system out of total sample and similarly only seventy five (n=75) undergraduate students were found belonging to nuclear family system out of total sample.

Tools & Materials Used

The following tools were used for the present piece of research work:

1. **Emotional Intelligence Scale:** To measure the degree of perceived emotional intelligence of undergraduate students of L. N. Mithila University, Darbhanga, India – a scale developed by Anukool Hyde, *et al.* [19] was used. This scale consisted of 34 items. These items are related to ten skills of emotional intelligence, viz., self-awareness, empathy, self – motivation, emotional stability,

managing relations, integrity, self – development, value – orientation, commitment and altruistic behaviour. Each item has a range of five alternative answers. Each item is scored on the basis 5-point Likert type scale ranging from strongly agree (5) to strongly disagree (1). The students obtaining a score in the range 52 – 84 on the scale may be considered as “Normal” in their emotional intelligence; students obtaining a score in the range of 85 and above on the scale may be considered as “High” in their degree of emotional intelligence and the students obtaining a score in the range of 51 and below on the scale may be considered as “low” in their degree of emotional intelligence.

2. **Biographical Information Blank (BIB):** For tapping biographical information of undergraduate students, a biographical information blank (BIB) was self-prepared by the present investigator. It includes class, age, sex, family income, father's education, mother's education, Family system (joint/nuclear), area of living (urban/rural), religion, and caste, etc.

Procedure

The above measures in printed forms were administered on all the undergraduate students of L. N. Mithila University, Darbhanga by taking into confidence. They were also assured during data collection that your provided information on the questionnaire schedules will be kept strictly confidential and it will be used research purposes only. After collecting the data on the items of the scales, individual scores were summed up as per norms of the schedule for giving appropriate statistical treatment.

RESULTS AND DISCUSSIONS

Table: 1 Showing Comparative Levels of Perceived Emotional Intelligence between Male and Female Undergraduate Students of L. N. Mithila University, Darbhanga, India

| Levels | Male Undergraduates | | Female Undergraduates | |
|----------|---------------------|------------|-----------------------|------------|
| | n=90 | Percentage | n=90 | Percentage |
| High | 51 | 56.67% | 58 | 64.44% |
| Moderate | 25 | 27.78% | 20 | 22.22% |
| Low | 14 | 15.55% | 12 | 13.33% |

Mean value = 128.56 Mean value = 132.35

Table - 1 highlights the percentages of male and female undergraduate students' reactions to the perceived reactions to emotional intelligence those who are studying in L. N. Mithila University, Darbhanga. of Northern India. It is evident from the table that 64.44 percent of female undergraduate students have higher degree of perceived emotional intelligence in comparison to male undergraduate group who reported only 56.67 percent. While 27.78 percent of male undergraduate students of L. N. Mithila University have shown moderate level of perceived reactions to emotional intelligence, 22.22 percent of female undergraduate group have shown moderate level of emotional intelligence which is comparatively low

when compared to male undergraduates. Moreover, 15.55 percent of male undergraduates indicated low level of perceived emotional intelligence in comparison to female undergraduates i.e. 13.33 percent. Table – 1 also indicates that female undergraduates in comparison to male undergraduates studying in L. N. Mithila University have higher degree of emotional intelligence as the Mean value of female undergraduates group ($x=132.35$) is more higher than that of the male undergraduates group i.e. $x=128.56$. Hence, the proposed hypothesis i.e. female undergraduate students will have higher degree of emotional intelligence than male undergraduate

students, stands accepted. Obtained results of the table –

I can also be observed by the following line diagram.

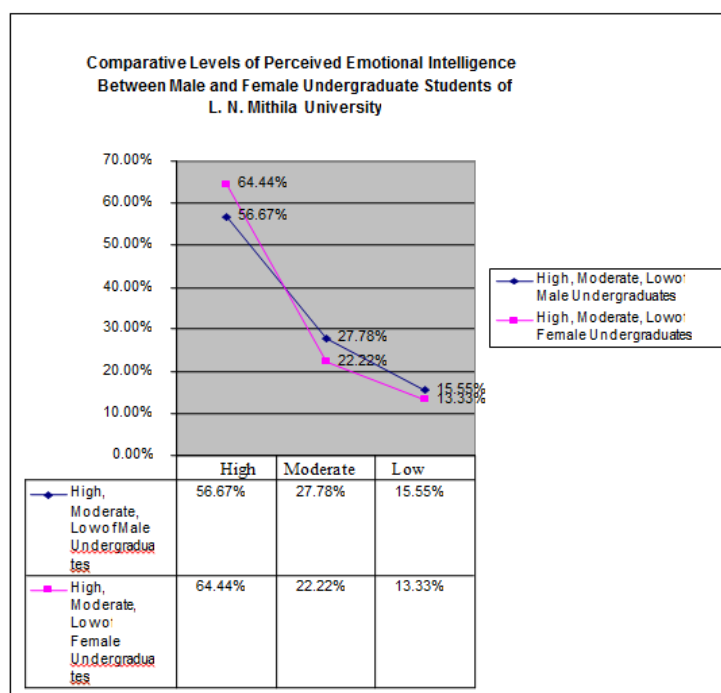


Table: - 2 Showing Significance of Difference between Male and Female Undergraduate Students In Terms of Their Degree of Perceived Reactions towards Emotional Intelligence

| Group | n | Mean | S.D. | t | Level of significance |
|-----------------------|----|--------|-------|------|-----------------------|
| Male Undergraduates | 90 | 128.56 | 14.74 | 1.59 | Insignificant |
| Female Undergraduates | 90 | 132.35 | 16.67 | | |

In addition to the table – 1, table – 2 depicts clear cut picture pertaining to significance of difference between the group of male and female undergraduates studying in L. N. Mithila University in their degree of perceived reactions to emotional intelligence as t-value 1.59 has been found insignificant statistically. Hence the proposed hypothesis that there will be no significant difference between the group of male and female undergraduate students studying in L. N. Mithila University also stands accepted.

Aforementioned results have shown that female undergraduates are comparatively more prone to higher degree of perceived reactions to emotional intelligence than their male undergraduate group especially from where the present sample has been drawn for the present piece of research work as it could be observed from Mean values of both the group of students presented in table – 2.

Table-3: Showing Comparative Levels of Perceived Emotional Intelligence between Joint and Nuclear Family Undergraduate Students of L. N. Mithila University, Darbhanga, India

| Levels | Joint Family Undergraduates | | Nuclear Family Undergraduates | |
|----------|-----------------------------|------------|-------------------------------|------------|
| | n=105 | Percentage | n=75 | Percentage |
| High | 56 | 53.33% | 50 | 66.66% |
| Moderate | 35 | 33.33% | 20 | 26.67% |
| Low | 14 | 13.33% | 5 | 6.67% |

Mean value = 138.62 Mean value = 137.78

Similarly, table – 3 depicts comparative levels of perceived emotional intelligence between joint and nuclear family undergraduate students of L. N. Mithila University Students. From the table – 3, it can be observed that undergraduates belonging to joint family

system have shown higher level of percentages i.e. 53.33 on the perceived reactions to emotional intelligence in comparison to nuclear family undergraduate students i.e. 66.66 percent which is higher than joint family undergraduates. Moreover,

33.33 percent joint family undergraduates have shown moderate level and 26.67 percent of nuclear family undergraduate students which is low comparatively. Although only 6.6 percent of nuclear family undergraduate students reported low levels of emotional intelligence in comparison to joint family undergraduate students i.e. 13.33 percent which is little high than

nuclear family. Thus, the proposed hypothesis i.e. undergraduate students belonging to joint family system will have higher degree of emotional intelligence in comparison to nuclear family undergraduate students stands rejected. The mentioned results can also be observed by the following chart.

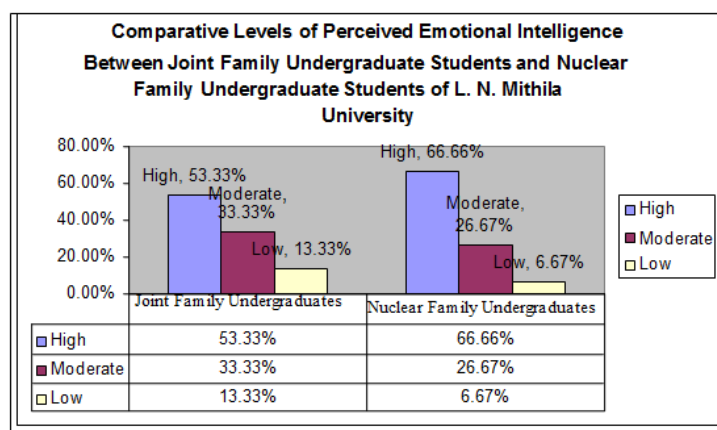


Table – 4 is the extension of table – 3 which point out the mean, SD and t – value with regard to significance of difference between the group of joint and nuclear family undergraduate students in terms of their degree of perceived reactions towards emotional intelligence. It could also be observed from the table

that when t – test was applied to find out the significance of difference, t was found insignificant statistically, hence the proposed hypothesis i.e. there will be no significant difference between joint and nuclear family undergraduate students in terms of their degree of emotional intelligence, stand accepted.

Table-4: Showing Significance of Difference between Joint and Nuclear Family Undergraduate Students In Terms of Their Degree of Perceived Reactions towards Emotional Intelligence

| Group | n | Mean | S.D. | t | Level of significance |
|----------------|-----|--------|-------|-------------|-----------------------|
| Joint Family | 105 | 138.62 | 24.35 | 0.23 | Insignificant |
| Nuclear Family | 75 | 137.78 | 24.24 | | |

In the light of the obtained results presented in the tables, it is imperative to point out that all the undergraduate students either male or female and belonging to joint and nuclear family system have shown quite favorable reactions towards their perceived reactions on emotional intelligence. This is evident from the results obtained that they scored higher (above average score) on the emotional intelligence scale.

The results as shown in table-2 indicated that the female undergraduate students’ Mean score on the emotional intelligence is 132.35 with an S.D. of 16.67 and male undergraduate students’ Mean score on emotional intelligence is 128.56 with an SD of 14.74. This information clearly shows that the female undergraduate students have significantly higher degree score on emotional intelligence as compared to male undergraduate students group especially from where the present sample has been drawn. Although significance of difference between female and male undergraduate students studying in L. N. Mithila University have not been found significant. Obtained results seems to be quite logical as socio-cultural living pattern of

Darbhangha is being observed as simple modernized according to their needs and demands of fast changing society which is, at present, based on modern education.. To meet the demands and to cater their needs, the female undergraduates of L. N. Mithila University continue to study to higher education to enhance their basic resources along with financial resources in addition to their prime households work as reported by female undergraduates during the investigation. Hence, female undergraduate students have shown higher degree of satisfaction with high level of emotional intelligence than their male undergraduate student group. It’s a good sign from the side female undergraduates for the promotion of healthy society based on modern education especially for the Mithila region in general and for the nation at large particular as table – 1 have already shown that female undergraduates have higher degree of intelligence in comparison to their male undergraduates counterparts. The obtained results seems to be logical and support the findings of Patil and Kumar [20], Singaravelu [16], Manju [21] who viewed that male and female pupil teachers do not differ in their emotional intelligence.

Similarly, table – 3 & 4 have provided clear cut idea with regard to type of family system (joint/nuclear). A birds eye on the table – 3 reveals the comparative levels of perceived emotional intelligence pertaining to joint and nuclear family system where it can be observed from the table – 3 that nuclear family undergraduate have been found to have higher degree of emotional intelligence in comparison to joint family undergraduate students but when data was analyzed by using t- test, it has been found insignificant (table – 4) statistically. The obtained results also seems to be logical, it is because of the fact that types of the family do not have any influence on emotional intelligence especially from where the present study have been carried out. The present findings support to the findings **Kalyanasundaram [22], Mani [23] and Sundari [24,25]** who found in their studies that there is no significant differences between the group of students coming from joint and nuclear families in their levels of emotional intelligence.

Discussing the results obtained with regard to the perceived emotional intelligence, it is imperative to point out that all the students either male undergraduates or female undergraduates and either they are coming from joint family or nuclear family system, all have shown positive but above moderate level of inclination towards perceived emotional intelligence. In obtaining such type of results, it is important to throw light some of the observations, experienced by the present investigator for which it is important to mention here that to attain this sense of achievement pertaining to good quality of life they willingly sacrifice leisure, family life, love and that comfortable social preservative, the conventions. It seems, therefore, that both the group reported positive reactions towards the degree of emotional intelligence especially from where the sample has been drawn. Really they deserve a lot of credit. It is because of the fact that various researches has shown a large number of characteristics of male and female undergraduate students which presently considered as the religious, caring, beautiful, intelligent, hardworking, and honest for rendering their services for the promotion of value based society.

CONCLUSIONS

On the basis of interpretations of the results obtained the following conclusions are drawn:

- Significance of difference has not been found between the group of male and female undergraduates of L. N. Mithila University Students in terms of their degree of emotional intelligence.
- Female group of undergraduate were found comparatively more prone to higher degree of emotional intelligence than male undergraduate students of L. N. Mithila University students.
- Significance of difference has also not been found between the group of undergraduates who belongs

to joint family system and nuclear family system in terms of their degree of emotional intelligence.

- Nuclear family group of undergraduate were found comparatively more prone to higher degree of emotional intelligence than the undergraduate students belong to joint family system.
- Observations have revealed the fact that there is a need to pay much more attention to the necessities of the male and female group of students. In fact emotional intelligence must be integrated in curriculum design and pedagogical activities. Students and teachers must be involved in cooperative learning, decision making and community services as a part of educational activities so that their emotional skills/ soft skills can be developed for making congenial environment within the educational system in general and within social system in particular.

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