



EMOTIONAL INTELLIGENCE AMONG JUNIOR COLLEGE STUDENTS

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Abstract

The purpose of this study is to find out the mean difference between boys and girls junior college students on emotional intelligence. The total sample consisted 100 junior college students were taken. There were 50 rural junior college students and 50 urban junior college students were taken as a sample. All sample selected from the Jalgaon district. The research tool for Emotional intelligence is measured were used which made by Hyde, Dhar and Pethe. The two way analysis of variance is use for compare the group of junior college and area. The result shows that there is significant junior college difference of emotional intelligence between boys and girls junior college students. There is significant difference between rural and urban junior college students on emotional intelligence.

Key words: Emotional intelligence and Junior College Students.

Introduction:

Emotional Intelligence (EI) is the ability to recognize and understand emotions in oneself and others, and to use this awareness to guide thought and behavior. It involves being able to manage one's own emotions and to respond effectively to the emotions of others. The concept of emotional intelligence was first introduced by Peter Salovey and John D. Mayer in 1990. They defined it as the ability to perceive emotions, integrate this information with cognitive processes, and utilize this information to regulate emotions and guide thought and behavior.

The concept of EI is often compared to traditional intelligence (IQ), which only measures cognitive abilities such as reasoning and problem-solving. Emotional intelligence is considered a vital skill in personal and professional settings, as it allows individuals to:

- Recognize and understand emotions: Identify and understand emotions in oneself and others.
- Regulate emotions: Manage one's own emotions and respond appropriately to the emotions of others.
- Motivate oneself: Use emotions to drive motivation and achieve goals.
- Empathize with others: Understand and share the feelings of others.
- Manage relationships: Build and maintain effective relationships by communicating and interacting with other.

Emotional intelligence (EI), often defined as the ability to recognize, understand, and manage our own emotions, as well as the ability to recognize, understand, and influence the emotions of others, plays a critical role in the lives of junior college students. Here are several key points regarding the impact of emotional intelligence on this demographic:



1. Academic Performance

Self-Regulation: Students with high emotional intelligence tend to manage stress and anxiety more effectively, which can lead to improved focus and better academic performance. Emotional intelligence can enhance intrinsic motivation, helping students to pursue their goals and persist in the face of challenges.

2. Interpersonal Relationships Social Skills: EI fosters better communication and collaboration with peers, faculty, and staff. Students with high emotional intelligence are often more adept at building relationships and working in teams. **Conflict Resolution:** Students with strong EI can navigate conflicts more constructively, leading to healthier relationships and a supportive campus environment.

3. Students with high levels of emotional intelligence are better equipped to cope with the pressures and stressors of college life, reducing the risk of anxiety and depression. Self-Awareness: Understanding their emotions enables students to seek help and support when needed, which contributes to overall well-being.

4. Leadership Skills Empathy: EI is crucial for effective leadership. Students with high emotional intelligence can understand and empathize with others, making them more effective leaders in group projects or extracurricular activities.

5. Professional Development Workplace Readiness: Many employers value emotional intelligence as much as technical skills. Junior college students who develop their EI may find themselves better prepared for internships and job opportunities. **Networking and Relationships:** Building a professional network is essential for career success, and emotional intelligence can enhance networking skills, enabling students to form meaningful connections.

6. Personal Development Self-Reflection: Engaging with emotional intelligence encourages students to reflect on their experiences, leading to personal growth and a clearer understanding of their values and goals. **Adaptability:** Emotionally intelligent individuals tend to be more adaptable and open to change, traits that are vital for navigating the transitions and challenges of college life.

Objective of the Study:

1. To examine the level of emotional intelligence among boys and girls junior college students.
2. To examine the level of emotional intelligence among rural and urban junior college students.

Hypothesis of the Study:

1. There will be significant difference between boys and girls junior college students on emotional intelligence.
2. There will be significant difference between rural and urban junior college students on emotional intelligence.
3. There will be significant interaction effect of independent variables gender and area of residence on emotional intelligence.

Methodology:

Sample:

The sample of the present study were consist of 120 male and female junior college student with the age group between 16 to 22 years from Jalgaon district which were classified equally in both sex's 50 boys and 50 girls junior college students. The random sampling techniques were used for selection the sample. The sample distribution is as follows.

Area	Junior College students		Total
	Boys	Girls	
Rural	30	30	60
Urban	30	30	60
Total	60	60	120

Design:

In the present study two dependent variables have been studied i.e. emotional intelligence. The independent variable of the study is Junior College students and area of residence. In these study two independent variable Hence 2×2 factorial designs is used for the research.

(B) Area	(A) Junior College students	
	A1- Boys	A2 – Girls
B1 Rural	a1 b1	a2 b1
B2 Urban	a1 b2	a2 b2

Variables:

Independent Variables:

1. Junior College students (Boys and Gils)
2. Area (Rural and Urban)

Dependent Variables:

1. Emotional Intelligence

Tools:

1. Emotional Intelligence Scale.

Developed by Anukool Hyde, Sanjyot Pethe And Upinder Dhar (2002) Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them effectively applying the information and energy of emotions in our daily life and work. The final form of the scale constituted 34 items. The inter-item correlations of the final items have been also determined. The reliability of the scale has been determined by calculating reliability coefficient on a sample of 200 subjects. The split- half reliability coefficient has been found to be 0.88. Besides face validity, as all items are related to the variable under focus, the scale has high content validity. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index has been calculated, which indicated high validity on account of being 0.93.

Statistical Analysis:

The data file was completely checked till an errorless check trial was obtained. Since the proposed statistical analysis included two way analyses of variance varying on Junior College students and area. Initially, the data of each group were separately scrutinized by employing descriptive statistics and two way ANOVA diverse plots including trended and detrained normal probability plots.

Table No. 1
Summary of ANOVA for Emotional Intelligence

Source	Sum of Squares	Df	Mean Square	F	Sig.
Junior College students	2448.03	1	2448.03	9.45	0.01
Area of residence	6931.20	1	6931.20	26.77	0.01
Junior College students * Area of residence	1748.03	1	1748.03	6.75	0.01
Error	30035.53	116	258.92		
Total	41162.80	119			

Table No. 2
Mean and SD on Emotional intelligence

Variable	Mean	SD	N
Junior College students	Boys	52.58	20.54
	Girls	61.61	15.30
Area	Rural	49.50	15.04
	Urban	64.70	18.80

The first independent variable in the study is Junior College students, (boys and girls) Table no 1 and 2 shows mean difference on Junior College student's dependent variable on emotional intelligence. The Mean score of boys Junior College students found $M = 52.58$ & $SD = 20.54$ is less than the girls' Junior College students $M = 61.61$ & $SD = 15.30$. The F ratio for the Junior College on emotional intelligence is $F = 9.45$, $df = 1, 119$ is significant on both level. The girls have better level of emotional intelligence than the boys, Hence the factor of Junior College is highly influence on emotional intelligence. **Hypothesis no. 1** that is "There will be significant difference between boys and girls Junior College students on emotional intelligence," is accepted.

The second independent variable in the study is area; (rural and urban) Table no 1.1 shows mean difference of area of residence on dependent variable on emotional intelligence. The Mean score of rural Junior College students found $M = 49.50$ & $SD = 15.04$ is less than the urban Junior College students $M = 64.67$ & $SD = 18.80$. The F ratio for the area of residence on emotional intelligence is $F = 26.77$, $df = 1, 119$ is significant on 0.01 level of confidence. **Hypothesis no. 2** that is "There will be significant difference between rural and urban Junior College students on emotional intelligence," is accepted.

The result of the interaction effect of independent variables such as Junior College and area on emotional intelligence F value is found significant at both the level ($F = 6.75$, $df = 1$ and 96). Thus Junior College and area has separate influence on emotional intelligence of boys and girls Junior College students. Hypothesis no. 3 that is, "There will be significant interaction effect of independent variables Junior College and area of residence on emotional intelligence" is accepted.



Conclusion:

- There is significant difference between boys and girls Junior College students on emotional intelligence.
- There is significant difference between rural and urban Junior College students on emotional intelligence.
- There is significant interaction effect of independent variables Junior College and area on and emotional intelligence.

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