ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor (RJIF): 8.4
IJAR 2023; 9(12): 217-222
www.allresearchjournal.com
Received: 04-11-2023
Accepted: 12-12-2023

M Kavitha
Department of Psychology, Shri Jagdishprasad Jhabarmal Tibrewala University, Vidyanagari, Jhunjhunu, Rajasthan, India

Dr. Nitisha Singh
Department of Psychology, Shri Jagdishprasad Jhabarmal Tibrewala University, Vidyanagari, Jhunjhunu, Rajasthan, India

Corresponding Author:
M Kavitha
Department of Psychology, Shri Jagdishprasad Jhabarmal Tibrewala University, Vidyanagari, Jhunjhunu, Rajasthan, India

Emotional intelligence of male and female students

M Kavitha and Dr. Nitisha Singh

Abstract
The study of emotional intelligence (EI) in male and female students represents a crucial exploration into the intricate dimensions of social and emotional development within educational settings. This examination delves into whether distinct patterns of emotional intelligence emerge based on gender and explores the implications of such differences on various facets of students' lives, including academic performance, social interactions, and mental health. By understanding the unique ways in which male and female students navigate and express emotions, educational stakeholders can develop targeted strategies to foster emotional intelligence and resilience. The present research was confined to 900 engineering students only. Descriptive research method has been used by the researcher to carry this research process. Researcher has selected the 900 respondents from the different research institutes of the delimited area. The data was analysed with the help of both descriptive as well as comparative analysis the researcher concluded that there exists significant difference between the male and female students on the basis of their emotional intelligence. Male students were seen with more emotional intelligence as compared to female students.

Keywords: Male students, female students, emotional intelligence

Introduction
Emotional intelligence is the concept, which is currently in focus among the general public, practitioners and researchers, it's being widely believed by the public that emotional and social competence is as important, or even more important, than traditional dimension of intellectual ability and personality (Goleman, 1995, 1998) [9, 10]. Emotional intelligence is defined as "the composite set of capabilities that enable a person to manage himself/ herself and others" (Goleman, 1995, 1998) [9, 10]. "It is more accurate to say that the frequency with which a person demonstrates or uses the constituent capabilities, or competencies, inherent in emotional intelligence determine the ways in which he/ she deals with themselves, their life, work and others" (Wyk, B. J., & Mason, H. D. 2021) [31]. Emotional intelligence (EI) is a multifaceted construct that encompasses the ability to recognize, understand, manage, and utilize emotions effectively in oneself and others. In the realm of education, the examination of emotional intelligence among students has gained increasing attention, recognizing its pivotal role in shaping academic success, interpersonal relationships, and overall well-being. The exploration of gender differences in emotional intelligence has emerged as a noteworthy avenue of research, with scholars delving into whether males and females exhibit distinct patterns of emotional intelligence and how these variations may impact their educational experiences. Understanding emotional intelligence in male and female students is crucial for educators, psychologists, and policymakers, as it can inform strategies for fostering a supportive and emotionally intelligent learning environment. This Yilmaz, M. (2009) [32]. Investigation seeks to shed light on potential gender differences in emotional intelligence among students, exploring how these disparities may manifest in various academic and social contexts. By delving into the nuances of emotional intelligence across gender lines, educators and researchers can gain valuable insights into tailoring educational approaches that cater to the diverse emotional needs of students, ultimately contributing to their holistic development and success in both academic and personal spheres. Emotional intelligence, male students, female students.

Statement of the problem
The statement of the research problem is reported as under:

"Exploring the Psychological Capital of Male and Female Students"

Objectives of the study

The purpose of this study are as under:

To explore the psychological capital of male and female students.

Hypothesis

Based on richness background of the knowledge the investigator speculated the research problem as under:

There will be no significant difference between the male and female students on the basis of their emotional intelligence.

Methodology and Procedure

The methodology and procedure involved in this research study is given as under:

- **Design:** Descriptive research method has been used by the researcher to carry this research process.
- **Data collection:** The researcher has selected the 900 respondents from the different research institutes of the delimited area.
- **Sampling technique:** In stratified random sampling, a investigator divides the people into strata based on a typical known from preceding investigation or philosophies to be related to the marvel under investigation and then draws a random number of units from each of the smaller homogenous groups within each stratum.
- **Research tool:** The researcher employed the Emotional intelligence assessment scale developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. (2014).
- **Statistical treatment:** The collected data was put to suitable statistical treatment by using:

a. Frequency distribution.
b. Percentage.
c. Mean.
d. Standard deviation.
e. Independent 't' test.

Delimitation

The study has been delimited as under:

- The present research has been confined to 900 engineering students only.
- The present research will be surrounded to enjoining students of three branches only *viz*. computer science engineering, electronics and communication engineering and civil engineering students only.
- The present study has delimited to Chengalpattu district of Tamil Nadu

Analysis and interpretation of the data

The analysis and interpretation of the data is as under:

Table 1: Showing the descriptive analysis of the male and female engineering students on the basis their personality traits. (900 students).

EI	Frequency	Percentage
HEI	62.00	6.8888
MEI	699	77.6666
LEI	139.00	15.4444
Total	900	100

Index

- EI = Emotional intelligence.
- CE = Civil engineering Students.
- CSE = Computer Science l engineering Students.
- E&CE = Electronics and communication engineering Students.
- HPT = High Personality traits.
- HPT = Moderate Personality traits.
- LPT = Low Personality traits.

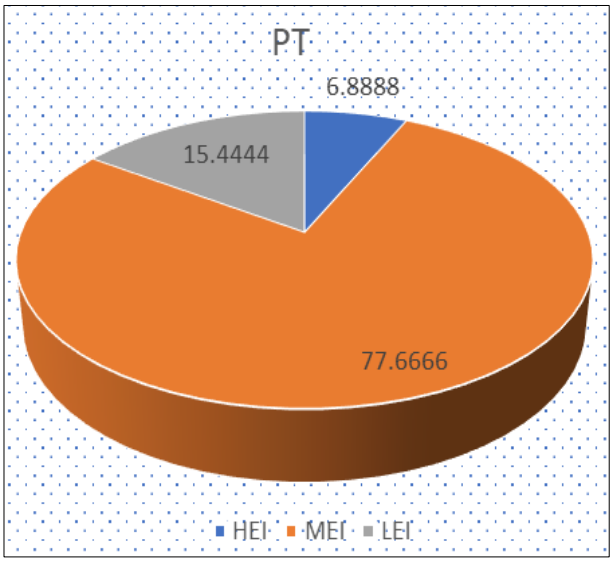

Fig 1: Graphical representation indicating the prevalence of the Personality traits among computer engineering, electronics and communication engineering and civil engineering students in consonance to the norms of the scale. (N=450 each)

Index

- PT = Personality traits.
- CE = Civil engineering Students.
- CSE = Computer Science l engineering Students.
- E&CE = Electronics and communication engineering Students.
- HPT = High Personality traits.
- HPT = Moderate Personality traits.
- LPT = Low Personality traits.

The composite statically analysed table justifies the frequency and percent wise distribution of engineering students in consonance to the norms of the scale. The enumerated results indicate that 6.8888% (F=62.00) overall group of engineering students generate high achievement in consonance to their personality traits. Temporarily, 77.6666% (F=699.00) engineering students own moderate personality traits. Further, it has been seen that 15.4444 (F=139.00) engineering students own low level of the Personality traits. From the attained results, the researcher is capable to argue that maximum respondents possess moderate personality profile of traits in their composite personality makeup.

Table 2: Indicating the prevalence of the Personality traits among computer engineering, electronics and communication engineering and civil engineering students in consonance to the norms of the scale. (N=450 each)

Ratings	MS		FS	
	Frequency	Percentage	Frequency	Percentage
HEI	31.00	6.80	31.00	6.8888
MEI	380	84.40	319.00	70.88882
LEI	39	8.85	100	22.22222
Total	450	100	450	100

Index
- CE = Civil engineering Students.
- HPT = High Personality traits.
- HPT = Moderate Personality traits.
- LPT = Low Personality traits.

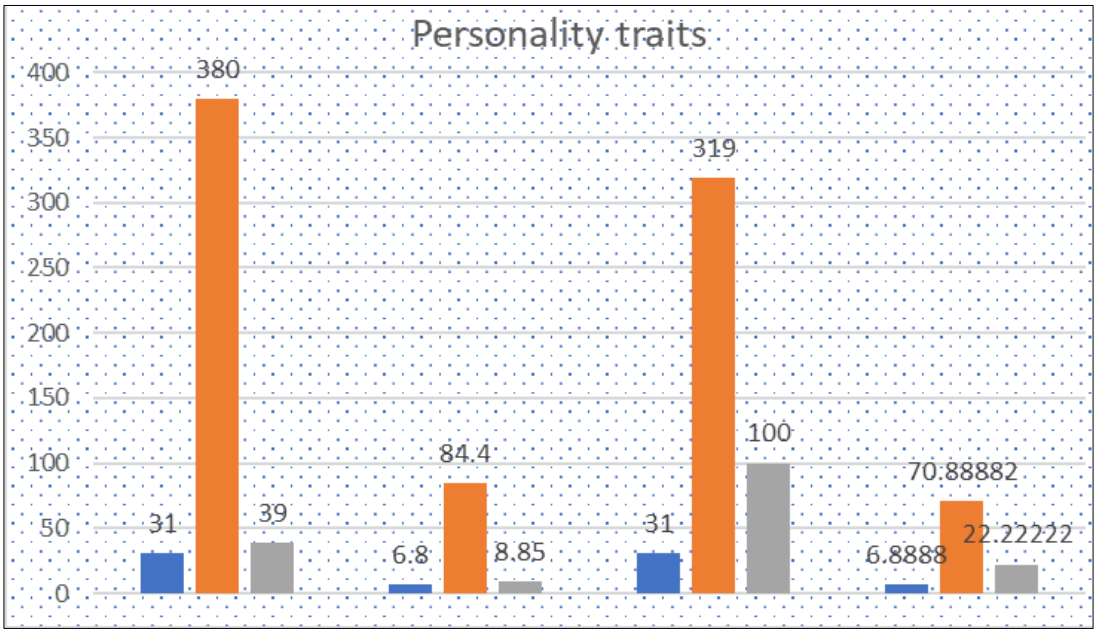

Fig 2: Graphical representation indicating the prevalence of the Personality traits among computer engineering, electronics and communication engineering and civil engineering students in consonance to the norms of the scale. (N=450 each)

Index
- CE = Civil engineering Students.
- CSE = Computer Science l engineering Students.
- E&CE = Electronics and communication engineering Students.
- HPT = High Personality traits.
- HPT = Moderate Personality traits.
- LPT = Low Personality traits.

The above processed results justify the occurrence as well as percent wise distribution of computer man as well as woman engineering learners in consonance to the norms of the scale. The enumerated results indicate that among male engineering students indicates that 6.50% (F=31.00) generate high level of Personality traits. Meanwhile, 84.40% (F = 380.00) male engineering students were seen with moderate personality traits. Further, it has been seen that 8.85 (F = 39.00) male engineering students own low level of the personality traits. Taking one step ahead it has been seen that among female engineering students into consideration, it has been detected that 6.8888% (F = 31.00) carry high Personality traits, 70.88888% with Frequency = 319.00) female engineering students generate the moderate Personality traits in their cognitive set of behaviour. Consequently, only 22.2222% (F = 100.00) female engineering students possess low level of Personality traits. In the overall assessment, it can be argued that in both category of the respondents' male students' gains high ratings as compared to female engineering learners.

Table 3: Showing the mean significant difference between male and female students in consonance to their emotional intelligence (N=450 each)

Emotional Intelligence						MD	't' value
Dimensions	**Variable**	**N**	**Mean**	**SD**	**SEM**		
SA	Female	450	10.1067	2.93617	.13841	1.16889	7.522**
	Male	450	8.9378	1.49852	.07064	1.16889	7.522**
E	Female	450	10.1289	4.78596	.22561	2.14222	9.262**
	Male	450	7.9867	1.08021	.05092	2.14222	9.262**
SM	Female	450	10.7067	6.30609	.29727	3.52667	11.624**
	Male	450	7.1800	1.28761	.06070	3.52667	11.624**
ES	Female	450	10.5422	2.23343	.10528	.88000	7.388**
	Male	450	9.6622	1.18139	.05569	.88000	7.388**
MR	Female	450	14.6000	28.34319	1.33611	5.08889	3.806**
	Male	450	9.5111	1.10923	.05229	5.08889	3.806**
I	Female	450	8.8600	2.49015	.11739	1.41556	11.701**
	Male	450	7.4444	.62093	.02927	1.41556	11.701**
SD	Female	450	4.3467	2.76468	.13033	1.40222	9.731**
	Male	450	2.9444	1.30411	.06148	1.40222	9.731**
VO	Female	450	5.7822	4.12193	.19431	1.17778	4.203**
	Male	450	4.6044	4.28380	.20194	1.17778	4.203**
C	Female	450	5.5400	1.86861	.08809	.89111	8.829**

	Male	450	4.6489	1.04522	.04927	.89111	8.829**
AB	Female	450	5.3222	3.71785	.17526	1.16889	7.522**
	Male	450	4.0911	3.64495	.17182	1.16889	7.522**
CS	Female	450	85.9356	42.10130	1.98467	2.14222	9.262**
	Male	450	67.0111	5.44111	.25650	2.14222	9.262**

Index

- SA = Self-awareness.
- E = Empathy.
- SM = Self-motivation.
- ES = Emotional stability.
- MR = Managing Relations.
- I = Integrity.
- SD = Self-development.
- VO = Value orientation.
- C = AB = Commitment.
- AB = Altruistic behaviour.
- **=Significant at 0.1 level of confidence.

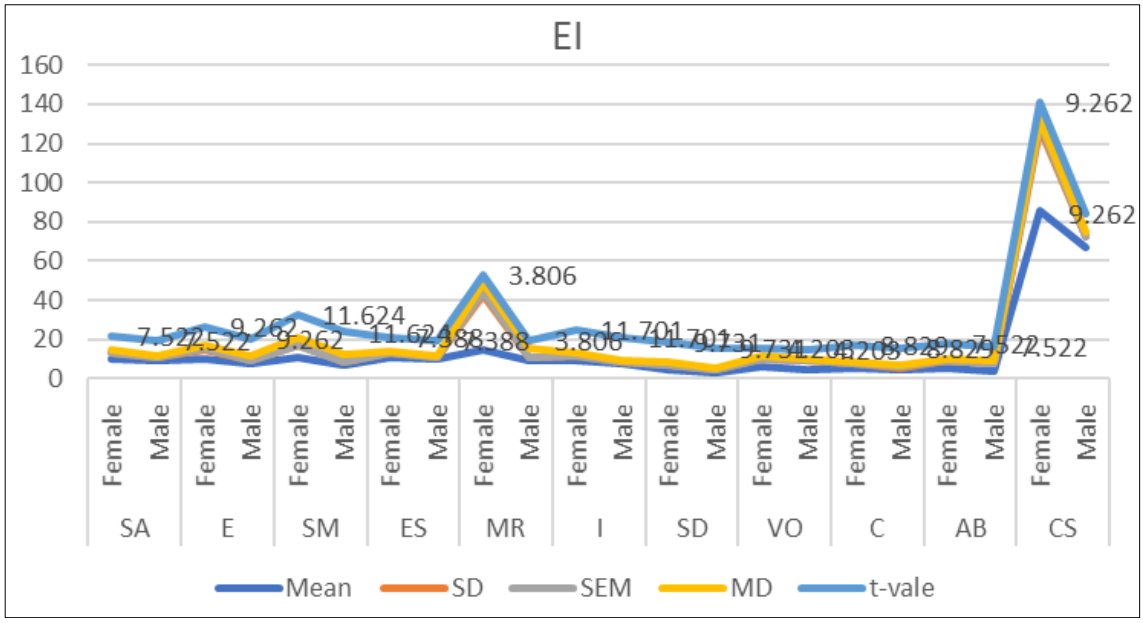

Fig 3: Showing the graphical representation on the basis of the mean important variance among man as well as woman pupils in consonance to their emotional intelligence (N=450 each)

Index

- SA = Self-awareness.
- E = Empathy.
- SM = Self-motivation.
- ES = Emotional stability.
- MR = Managing Relations.
- I = Integrity.
- SD = Self-development.
- VO = Value orientation.
- C = Commitment.
- AB = Altruistic behaviour.

The above statistically analysed table (please find table 1.3: and Fig.3) provides, the detailed assessment regarding the mean significant variation among man as well as woman pupils on various dimension of expressive intellect. The results disclose that the mean value of the male students has been seen 1.1067 which is relatively higher than the mean value of the female students. Taking the same comparative analysis on the basis of the independent 't' test, it has been inferred that the intended 't' value 7.522 is higher than the table value at 0.5 level of confidence. Consequently, on the basis of the same assessment, it can be stated that there seems no important change among the man as well as woman pupils' respondents with context to their self-awareness. The light glance on the 2nd component (Empathy) of the female and male engineering students, it has been seen that the mean score of the male educators has been seen 10.1289 and the mean score of the woman engineering scholars has been seen 7.9867. In the same statistical calculation, the 't' value came out to be 9.262. While contrasting the same value with the table value at 0.5 level of sureness it has been seen that it is higher than the table value and accordingly, it can state that there is important variance among the female and male engineering pupils on the same constituent (Empathy). Consequently, the influence of sex is important on the empathy of the students. While juxtaposing the 3rd component (self-motivation) of the female and male engineering students, it has been seen that the mean score of the male engineering pupils has been seen 10.7067 and the mean score of the woman engineering pupils has been seen 7.7800. In the same statistical assessment, the 't' value came out to be 11.624. Taking the comparative analysis ahead the independent 't' value is higher than the table value at 0.5 level of confidence it has been seen that it is higher than the table value and therefore, it can argue that there is important variance among the female and male engineering scholars on the same constituent. Consequently, the influence of sex is noteworthy on the empathy (Empathy) of the respondents. Beholding the 4th component (emotional stability) of the female and male engineering students, it has been seen that the mean score of the male engineering students has been seen 10.5422 and the mean score of the female engineering

pupils has been seen 9.6622. In the independent inferential analysis, the 't' value came out to be 7.3878. Although contrasting the same value with the table value at 0.5 level of sureness it has been seen that it is higher than the table value at 0.1 level of sureness. It can state that there is important variance among the female and male engineering students on the same component. Then, the impact of gender is significant on the emotional stability 4th component of the expressive intellect of the teachers. Looking towards the 5th component (Managing relations) of the female and male engineering students, it has been seen that the mean score of the male engineering students has been seen 14.600 and the mean score of the woman engineering pupils has been seen 9.5111. In the same statistical assessment, the 't' value came out to be 3.806. While juxtaposing the same value with the table value at 0.5 level of sureness it has been seen that it is higher than the table value and accordingly, it can state that there is important variance between the female and male school teachers on the same component. Formerly, the impact of gender is significant on the managing relations (component-IV) of the respondents. Looking towards the 6th component (integrity) of the female and male engineering students, it has been seen that the mean score of the male engineering students has been seen 8.8600 and the mean score of the woman engineering pupils has been seen 7.4444. In the same statistical assessment, the 't' value came out to be 11.701. While juxtaposing the same value with the table value at 0.5 level of sureness it has been seen that it is higher than the table value and accordingly, it can state that there is important variance among the female and male engineering pupils on the same constituent. Then, the impression of gender is significant on the integrity (6th component) of the respondents. Looking towards the 7th component (self-development) of the female and male engineering pupils, it has been seen that the mean score of the male engineering students has been seen 4.3467 and the mean score of the female engineering students has been seen 2.9444. In the same statistical assessment, the 't' value came out to be 9.731. While juxtaposing the same value with the table value at 0.5 level of confidence it has been seen that it is higher than the table value and accordingly, it can state that there is significant difference between the female and male school teachers on the same component. Then, the impression of gender is significant on the integrity (5th component) of the respondents. The same comparative analyse has been made within the framework of the 8th component (value orientation) of the female and male engineering students. Taking the attained statistical value into consideration it has been understood that the mean score of the male engineering students is 5.7822 and the mean score of the woman engineering pupils has been seen 4.6044. In the same statistical assessment, the 't' value came out to be 4.203. Matching the same value with the table value at 0.5 level of confidence it has been seen that it is higher than the table value and accordingly, it can state that there is important variance among the female and male engineering pupils on the same constituent. Then, the impression of gender is significant on the value orientation (6th component) of the respondents. Pondering a deep look on the 9th component (commitment) of expressive intellect of the woman as well as man engineering pupils, it has been seen that the mean score of the male engineering pupils has been seen 5.5400 and the mean value of the female engineering students is 4.6489. In the same statistical assessment, the 't' value came out to be 8.829. While juxtaposing the same value with the table value at 0.5 level of self-assurance it has been seen that it is higher than the table value and accordingly, it can state that there is important variance among the female and male engineering pupils on the same constituent. Formerly, the imprint of gender is significant on the integrity (8th component) of the respondents. Making demystification of the 10th component (Altruistic behaviour) of the female and male engineering students, it has been seen that the mean score of the male engineering pupils has been seen 5.3222 and the mean score of the woman engineering pupils has been seen 4.0911. In the same statistical assessment, the 't' value came out to be 7.5220. While juxtaposing the same value with the table value at 0.5 level of confidence it has been seen that it is higher than the table value and accordingly, it can state that there is significant difference between the female and male school teachers on the same component. Then, the impression of gender is significant on the truthfulness (5th component) of the respondents. While concentrating towards the composite score of the female and male school on the basis of the composite score of the emotional intelligence, the attained results specify that the means achievement of the male teachers has been seen 85.9356 and the man achievement of the 67.0111. The comparative examination made on the basis of the sovereign 't' test also designate that the obtained 't' test is higher than the table value at 0.5 level of importance. Consequently, it can be argued that the female and male school teacher holds dissimilar level of the emotional intelligence. The undistinguishable prevalence of self-awareness, understanding, self-motivation, expressive constancy, handling relatives, integrity, self-development, value location, promise as well as unselfish behaviour has been seen among female and male school teachers.

Conclusion

Emotional intelligence, encompassing aspects such as self-awareness, self-regulation, empathy, and interpersonal skills, is increasingly recognized as a vital determinant of academic success and overall well-being. Investigating the potential variances in emotional intelligence between male and female students holds significance for educators, researchers, and policymakers aiming to create inclusive learning environments that cater to the diverse needs of students. The researcher concluded that there exists significant difference between the male and female students on the basis of their emotional intelligence. Male students were seen with more emotional intelligence as compared to female students.

References

1. Bar-On R. The Emotional Quotient Inventory (EQ – i): Technical Manual. Toronto: Multi – Health Systems; c1997.
2. Bar-On R. Development of the BarOn EQ-i: A measure of emotional and social intelligence. Paper presented at 105th.
3. Bar-On RA. Negative effects of destructive criticism: impact on conflict, self-efficacy and task performances. Appl. Behavior. 1988;37:265-277.
4. Boyatzis RE, Goleman D, Rhee K. Clustering competence in emotional intelligence: insights form the Emotional Competence Inventory (ECI). In: Bar-On R,

Parker JDA, editors. Handbook of Emotional Intelligence. San Francisco: Jossey Bars; c2000.
5. Chu J. Boy's development. Reader's Digest. 2002:94-95.
6. Duckelt E, Raffalli M. Taking care, maintaining the self and the home in adolescents. J Youth Adolescence. 1989.
7. Dunn P. The impact of starting a new venture on the entrepreneur and their family: Expectations, reality, and willingness.
8. Furnham A. Personality at work. London: Routledge; 1994.
9. Goleman D. Emotional intelligence. New York: Bantam books; c1995.
10. Goleman D. Working with emotional intelligence. New York: Bantam Books; c1998.
11. Kaneez U. Emotional Intelligence among the Individual with Depression and without Depression. A Comparative Study; c2006.
12. King M. Measurement of differences in emotional intelligence of preservice educational leadership students and practicing.
13. Murray S, Holmes J, Griffin D. The Benefits of Positive Illusions: Idealization and the Construction of Satisfaction in Close Relationships. Personality and Social Psychol. 1996;70:79-98.
14. Petrides KV, Furnham A. Trait emotional intelligence: Psychometric investigation with reference to established.
15. Petrides KV, Furnham A, Martin GN. Estimates of emotional intelligence. Evidence for gender – based stereotypes. 2004.
16. Roxburgh S. Gender differences in work and well – being. Effects of exposure and vulnerability. Health and Social.
17. Saibani N, Sabtu MI, Muhamad N, Wahab DA, Sahari J, Deros BM. Comparison of Emotional Intelligence Scores among Engineering Students at Different Stages of an Academic Program. Asian Social Science. 2012;8(16):88-95.
18. Salami SO. Management of stress among trainee-teachers through cognitive behavioural therapy. Personality Study and Group Behavior. 2006;26(1):25-30.
19. Samuel O Salami. Personality and psychological well-being of adolescents: the moderating role of emotional intelligence. Social Behavior and Personality. 2011;39(6):185-794.
20. Sandhu P, Mehrotra N. Time pattern of female students with special reference to leisure time activities. Ind J of.
21. Schäfer M, Moritz S. Impact of stress on paranoia: An experimental investigation of moderators and mediators. Psychological Medicine. 2009;39(45):1129-1139.
22. Shailendra S. Emotional Intelligence Inventory, National Academy of Psychology. 2004;49(50):136-141.
23. Singh D. Emotional Intelligence at Work: A Professional Guide. New Delhi: Sage Publications; 2002.
24. Skipper CO, Brandenburg S. Emotional intelligence and academic performance of engineering students. Engineering Project Organization Journal. 2013;3(1):13-21.
25. Skipper C, Greenlee L, Finch J, Marley K. Emotional Intelligence and Undergraduate Engineering Students. The Engineering Project Organization Journal. 2017;7(1):1-13.
26. Štiglic G, Cilar L, Novak Z, Vrbnjak D, Stenhouse R, Snowden A, Pajnkihar M. Emotional intelligence among nursing students: Findings from a cross-sectional study. Nurse Education Today. 2018;66(67):33-38.
27. Sutarso P. Gender differences on the emotional intelligence inventory (EQI). Dissert. Abst. Int. 1999.
28. Tapia ML. A study of the relationships of the emotional intelligence inventory (intelligence tests). Dissert. Abst. Int.
29. Unpublished M.Sc. Dissertation. Nat. Instt. Psychol., Quaid-e-Azam Univ., Islamabad.
30. Wing E, Love GD. Elective Affinities and Uninvited Agonies: Mapping Emotions With Significant Others Onto.
31. Wyk BJ, Mason HD. Emotional intelligence and academic success among South African engineering students. Journal of Psychology in Africa. 2021;31(6):632-636.
32. Yilmaz M. The effects of an emotional intelligence skills training program on the consistent anger levels of Turkish university students. Social Behaviour & Personality. 2009;37(4):565-576.