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## **GENDER DIFFERENCES IN EMOTIONAL INTELLIGENCE OF UNDERGRADUATE STUDENTS**

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### **Abstract**

*The objectives of the study was to determine the gender differences of emotional intelligence of undergraduate students. Fifty male and 50 female undergraduate students from various colleges of Aurangabad, has been selected for the study. Emotional intelligences as the ability to sense understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. The emotional intelligence was measure through Emotional intelligence by Ankaol Hyde (2007) its provide ten dimensions such as self-awareness empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior of twenty eight questions. The result reveals that insignificant difference of emotional intelligence was found between male and female students. In order to find out the differences of ten subscales of emotional intelligence between Male and female students; t-ratio was computed for each category separately. The results of the study shows that significant difference was found in Self-Motivation(  $t = P < .05$ ), Emotional Stability(  $t = P < .05$ ), Managing relations(  $t = P < .05$ ), Self-Development(  $t = P < .05$ ), Value Orientation(  $t = P < .05$ ) and Commitment(  $t = P < .05$ ) between male and female undergraduate students. Whereas no significant differences were found in self-awareness, empathy, integrity, and altruistic behavior between male and female undergraduate students.*

### **Introduction**

Emotional intelligence is one of the Psychological characteristics that impact of student's life, its effects could be reflected in student social, academic, and Health.

Studies in the literature have reported that some of the challenges faced by students include managing the psychosocial environment and financial problems, accompanied by Academic pressures. (Chan Koh, 2007, Omigbodun et.al.2006). 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. Cooper and Sawaf (1997) define emotional intelligences as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Mayer and Salovey (1993) define emotional intelligence as 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 action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and / or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.

**Methods**

The objectives of the study was to determine the gender differences of emotional intelligence of undergraduate students. Fifty male and 50 female undergraduate students from various colleges of Aurangabad has been selected for the study. The emotional intelligence was measured through Emotional intelligence by Ankaol Hyde et.al. (2007) its provide ten dimensions such as self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior of twenty eight questions.

**Statistical analysis**

The Statistical Package for the Social Sciences (SPSS; version 18.0) was used for the data analysis. Independent t tests were used to assess overall differences between Kho-Kho and Kabaddi players. The level of significant set up at 0.5 level of confidence.

**Table-1**  
**Mean Scores, Standard Deviation and t-ratio of Intelligence Scale of Male and Female students .**

Dimension	Undergraduate students	Number	Mean	S.Ds.	t-ratio
Self-Awareness	Male	50	12.45	2.12	NS
	Female	50	12.09	2.01	
Empathy	Male	50	11.23	2.11	NS
	Female	50	11.43	2.19	
Self-Motivation	Male	50	12.34	2.21	
	Female	50	10.67	1.97	
Emotional Stability	Male	50	10.23	1.89	*
	Female	50	12.34	2.05	
Managing relations	Male	50	13.23	2.34	*
	Female	50	11.23	2.02	
Integrity	Male	50	10.32	1.59	NS
	Female	50	10.46	1.64	
Self Development	Male	50	11.90	1.90	*
	Female	50	9.76	1.58	
Value Orientation	Male	50	10.65	1.78	*
	Female	50	12.34	2.18	
Commitment	Male	50	11.23	1.83	*
	Female	50	13.45	2.29	

Altruistic behaviour	Male	50	10.89	1.76	NS
	Female	50	10.78	1.79	
Altruistic behaviour	Male	50	114.12	8.98	NS
	Female	50	114.53	9.07	

\* Significant at .05 level.

Table -1 shows the Mean scores, Standard deviation and t- ratio of emotional intelligence and its ten subscales of undergraduate students.

The result given in Table 1 reveals that insignificant difference of emotional intelligence was found between male and female students . In order to find out the differences of ten subscales of emotional intelligence between Male and female students; t-ratio was computed for each category separately. The mean scores (SDs) of Self-Awareness of male students were obtained 12.45 (2.12), and female students were observed 12.09(2.0) respectively. the findings of the study reveals that there significant differences of Self-awareness was found between male and female undergraduate students.

Whereas, The mean scores (SDs) of Empathy of male students were obtained 11.23 (2.11), and female students were observed 11.43(2.19) respectively. the findings of the study reveals that there insignificant differences of Self-awareness was found between male and female undergraduate students.

Furthmore, The mean scores (SDs) of Self-Motivation of male students were obtained 12.34 (2.21), and female students were observed 10.67(1.97) respectively. The findings of the study reveals that there significant differences of Self-awareness was found between male and female undergraduate students. The male students was found to have got more self-emotional intelligence than female students. The differences may be due to the female students more often report letting out their feelings, whereas men more often report controlling their emotions, accepting the problem, not thinking about the situation, and engaging in problem-solving efforts (Hyde & Plant, 1995; Milkie&Thoits, 1993). The probable for higher rates of self-motivation of male students due to Over burden of information provides a reduced opportunity to relax and recreate and leads to serious sleep deprivation, impaired judgment, reduced concentration, loss of self-esteem, along with mental health status like increased stress. The investigator of the study suggested that the more study need to conduct further on male and female students.

In addition, The mean scores (SDs) of Emotional Stability of male students were obtained 10.23 (1.89), and female students were observed 12.34(2.05) respectively. The findings of the study reveals that there significant differences of Emotional Stability Self-awareness was found between male and female undergraduate students. The female students was found to have got more Emotional Stability emotional intelligence than male students. The finding of the study supports the literature's findings that female students tend to express their emotions behaviourally (Hyde & Plant, 1995; Misra et al., 2000; Thomas & Williams, 1991)

However, The mean scores (SDs) of Managing relations of male students were obtained 13.23 (2.34), and female students were observed 11.23 (2.02) respectively. The findings of the study reveals that there significant differences of Managing relations Self-awareness was found between male and female undergraduate students. The male students was found to have got more Managing relations

emotional intelligence than female students. This study supported the findings of Singh (2014). But did not supported to Mishra&Castillo (2004) investigated that Women (American and international)

Whereas,.The mean scores (SDs) of Integrityof male students were obtained 10.32 (1.59), and female students were observed 10.46 (1.64) respectively. The findings of the study reveals that there insignificant differences of Integrity Self-awareness was found between male and female undergraduate students.

Furthermore,.The mean scores (SDs) of Self Developmentof male students were obtained 11.90 (1.90), and female students were observed 9.76 (1.58) respectively. The findings of the study reveals that there significant differences of Self Development Self-awareness was found between male and female undergraduate students. The male students was found to have got more Self Development emotional intelligence than female students. This may be due to the Several investigators have found that men made more frequent use of instrumental coping and women were more likely to use emotion-focused coping (Folkman & Lazarus, 1980; Ptacek, Smith, & Dodge, 1994). Several authors have also found that women made more frequent use of emotional-discharge coping than men in community groups (Pearlin& Schooler, 1978), and depressed men (Billings & Moos, 1984).Gender differences in self-development also can be explained by variations in the kind of situations that men and women typically encounter. Several studies in community samples have found that women experienced more stressful events associated with health and family, Whereas men report more emotional events associated with work and finance (Folkman & Lazarus, 1980). Some studies have found that gender differences in emotion diminish or disappear when the studies were done on homogeneous samples of students (Stern, Norman, &Komm, 1993),.

However ,. The mean scores (SDs) of Value Orientationof male students were obtained 10.65 (1.78), and female students were observed 12.34 (2.18) respectively. The findings of the study reveals that there significant differences of Value Orientation Self-awareness was found between male and female undergraduate students. The female students was found to have got more Value Orientation emotional intelligence than male students.

Whereas,.The mean scores (SDs) of Commitmentof male students were obtained 11.23 (1.83), and female students were observed 13.45 (2.29) respectively. The findings of the study reveals that there significant differences of Commitment Self-awareness was found between male and female undergraduate students. The female students was found to have got more Commitment emotional intelligence than male students.

Finally.The mean scores (SDs) of Altruistic behaviourof male students were obtained 10.89 (1.76), and female students were observed 10.78 (1.79) respectively. The findings of the study reveals that there insignificant differences of Altruistic behaviour Self-awareness was found between male and female undergraduate students.

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