



# Impact of Gender, Ethnicity and Place of Residence on Emotional Intelligence among College Students

DR. UDHAM SINGH  
Guest Faculty,  
New Horizon College of Education

BUDDHYESHWAR MAHATO  
Ph.D. Research Scholar (Psychology),  
Ranchi University, Ranchi

AMITA RUNDA  
Ph.D. Research Scholar (Psychology),  
Ranchi University, Ranchi

## Abstract:

*This present study was conducted to study the impact of gender, ethnicity and place of residence on emotional intelligence among college students. A total number of 160 B.A Part I Students studying in different colleges of Jamshedpur were included in this study. The sample was based on two genders (male and female), two ethnicity (tribal and non-tribal) and two place of residence (urban and rural). Stratified random sampling was used for sample selection. Emotional intelligence inventory by Mangal (2009) was used to access the level of emotional intelligence. 2x2x2 way ANOVA was used for the computation of the data. The result revealed that both gender not differ significantly on their level of emotional intelligence. Tribal and non-tribal students also not differ significantly on their level of emotional intelligence. Further the result revealed that rural and urban students differ significantly on their level of emotional intelligence. Further, interaction effects are also discussed.*

**Keywords:** Emotional intelligence, Non- Tribal, Tribal

## 1. Introduction

The concept of emotional intelligence was first introduced by Mayer and Salovey in the early's 1990 and popularized by Goleman with publication of his book "Why it can matter more than IQ" in 1995. According to Mayers and salovey (1993) emotional intelligence is 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 actions. Goleman (1995) define emotional intelligence as "the capacity for recognizing our own feelings and those of others for motivation ourselves for managing emotions well ourselves and managing relationships". Bar-on (1997) defined emotional intelligence as an array of non- cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures. Singh (2006) defines emotional intelligence as "the ability of an individual to appropriately and successfully stimuli being elicited from the inner self and immediate environment". Thus we can say that emotional intelligence consist of three psychological dimensions emotional competency, emotional maturity, and emotional sensitivity which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior.

Ibrabimi (2012) studied emotional intelligence of tribal and non-tribal students by using Mangal (2009) inventory. He found that both gender and ethnicity differ significantly on their level of emotional intelligence.

Emotional intelligence played a major role in facilitation reasoning ability of college students (Saxena and Sanghvi, 2015). Emotional intelligence is positively correlated with self-efficacy and mental health among students (Gupta and Kumar, 2010). Mark and Swan (2003) conducted a research to study emotional intelligence training and its implications for stress, health and performance and found that emotional intelligence and mental health can be improved by training. Emotional intelligence has a significant effect on achievement and scholastic performance (Kumar, Mehta & Maheshwari (2013).

The studies mentioned above revealed that emotional intelligence is associated with mental health, self-efficacy, reasoning abilities among college students. Therefore limitation and suggestions of previous research suggests for this study.

Katyal and Awasthi (2005) conducted a study to see gender difference among the xth standard students of government schools in Chandigarh. The result of the study revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Further the result revealed that girls have higher emotional intelligence that that of boys, but this difference between two mean was insignificant. The researchers are very much interested to study the gender difference in emotional intelligence. Some researchers has found that girls have significant higher emotional intelligence than that of males (Bhosle, 1999; King, 1999; Sutarso, 1999; Wing and Love, 2001; Singh 2002). But a study by Chu (2002) revealed opposite result that boys have higher emotional intelligence than that of females.

## 2. Objectives

The main objectives of this study were as follows:

1. To study the impact of gender on emotional intelligence among the college students.
2. To study the impact of ethnicity on emotional intelligence among the college students.
3. To study the impact of place of residence on emotional intelligence among the college students.

## 3. Hypotheses

On the basis of above mentioned objectives following null hypothesis were formulated and tested.

- Ho<sub>1</sub>:** Overall Boys and girls college students will not differ significantly on their level of Emotional intelligence.
- Ho<sub>2</sub>:** Overall Tribal and non-tribal college students will not differ significantly on their level of Emotional intelligence.
- Ho<sub>3</sub>:** Overall rural and urban college students will not differ significantly on their level of Emotional intelligence.

## 4. Sample

A total number of 160 students studying in different colleges of Jamshedpur were included in this present study. The sample was based on two genders (male and female) and two ethnicity (tribal and non-tribal) and two place of residence (rural and urban). Only B.A (Bachelor of Arts) Part I students were included for the study. Stratified random sampling was used for the sample selection. The selection of the samples was done in two stages. In the first stage a pilot study was done and Eight list were prepared on the basis of above mentioned strata. In the second stage twenty cases from each list were selected randomly by using lottery method.

## 5. Tool used

**Emotional intelligence inventory:** Emotional intelligence inventory developed and standardized by Mangal (2009) was used in this study. This inventory contains 100 items. This scale measures four domains of emotional intelligence viz. intra-personal awareness, inter-personal awareness, intra-personal management and their inter personal management. The reliability of this inventory was examined through three different methods namely; split- half method using spearman brown prophecy

formula, k-R formula (20) and test retest method. And found split half reliability coefficient .89, k-R formula reliability coefficient .90 and test retest reliability coefficient .92. The validity coefficient of this inventory was established by using product movement correlation coefficient -0.662.

**Table 1: Impact of gender, ethnicity and place of residence on emotional intelligence in Total sample groups (N=160): F value**

Sources	Sum Square	Df	Mean square	F	P
A (Gender)	166.06	1	166.06	1.22	NS
B(Ethnicity )	400.06	1	400.06	3.06	NS
C (place of Residence)	1670.56	1	1670.56	12.78	.01**
A x B	85.56	1	85.56	0.65	NS
B x C	1161.06	1	1161.06	1.09	NS
A x C	142.51	1	142.51	8.88	.01**
A x B x C	150.13	1	150.13	1.15	NS
Within treatment error	19868.85	152	130.72		
Total	23644.74	159			

NOTE: \*\* level of significance at .01. NS = Not Significant.

## 6. Results and Discussions

The table 1 shows the F- values of main effects and interaction effect of gender, ethnicity and place of residence. The F- value of A (Gender) is 1.22, this F- value is not statistically insignificant. In other words, both genders not differ significantly on their level of emotional intelligence. Thus, the null hypothesis  $H_{01}$  is not rejected. This finding supports the finding by (Katyal and Awasti, 2003; Aaha & Mondal, 2014) that both gender not differ significantly on their emotion intelligence and contradicts the previous findings by ((Bhosle, 1999; King, 1999; Sutarso, 1999; Wing and Love, 2001; Singh 2002; Ibrahim, 2012) that females have significant higher mean than males.

The F- value of B (ethnicity) is 3.06 and it also not statistically significant. Thus the null hypothesis  $H_{02}$  is not rejected. This finding contradicts the previous finding by Deniz (2008) that two ethnicity differ in their level of emotional intelligence. This finding also contradicts the finding by Ibrahim (2012) in his study among 60 college students, he found tribal and non-tribal students differ significantly on their level of emotional intelligence.

It is clear from the above table that main effect of place of residence is 12.78. This F value is significant at .01 level. In other words, rural and urban college students differ significantly on their level of emotional intelligence. Thus null hypothesis  $H_{03}$  stands rejected. This finding supports the previous finding by (Saha and Mondal, 2014) that the college students of two ethnicities differ significantly on their level of emotional intelligence. This may be attributed to some of the personality factors and because of the society who socialized two groups differently.

Further the table no:1 shows the interaction effect of (gender x ethnicity), (gender x place of residence) and (ethnicity x place of residence). Only the interaction effect of gender x place of residence is significant. This is clear from the F value 8.88. Means gender and place of residence jointly affect emotional intelligence. Rest all interaction effects were found not significant.

## 7. Conclusion

This study was aimed to study the impact of gender, ethnicity and place of residence on emotional intelligence. It was found that college students of urban area and rural area differ significantly on their level of emotional intelligence. But the main effect of A (gender) and B (ethnicity) was found not significant. Means male and female college students not differ significantly on their emotional

intelligence. Furthermore, tribal and non-tribal college students not differ significantly on their emotional intelligence.

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