

## **A Study on Factors Influencing of Emotional Intelligence of Arts and Science College Students in Kanyakumari District**

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### **Abstract**

*The study's primary objective is to determine the difference in Emotional Intelligence between male and female students, as well as between rural and urban students. The study surveyed undergraduate and postgraduate students currently enrolled in academic programmes in the Kanyakumari district. The current study sampled 150 male and female students (100 undergraduate, 50 postgraduate) from a variety of educational backgrounds (pure sciences, commerce, and arts). The data collection methods used were non-random convenience sampling and snowball sampling. It is concluded that there is no statistically significant difference in how self awareness, self motivation, social skills, and empathy factor influence the emotional intelligence of arts and science college students. There is a significant difference in how self-management and relationship management factors influence the emotional intelligence of arts and science college students. It is discovered that there is a significant correlation between students' emotional intelligence and their family background.*

**Key-words:** Emotional Intelligence, Self-Awareness, Self-Motivation, Social Skills, and Empathy.

### **1. Introduction**

Emotional Intelligence (EI) – the deliberate use of emotions to guide one's thinking and behaviour – has been scientifically proven to be a critical factor in successfully leading oneself and others in the work environment. EI entails developing an effective level of awareness of one's self and others, utilising and managing emotions appropriately, and applying a set of personal and social competencies to Emotional intelligence (EI) is the capacity to recognise, assess, and control one's own, other people's, and group members' emotions. It is classified into two types: ability EI and trait EI. Ability EI is typically assessed using maximum performance tests and has a stronger correlation

with traditional intelligence, whereas trait EI is typically assessed using self-report questionnaires and has a stronger correlation with personality.

## **2. Importance of the Study**

Emotional Intelligence is the ability to recognise and control one's own moods and behaviours, as well as to be sensitive to the feelings of others. Anger, frustration, agony, confusion, and distress characterise today's generation. The current student society is subjected to excessive stress, which can result in permanent damage as well as fueling a self-destructive system of human society. All academic institutions strive to focus on education and academic excellence for their students. Recognizing individual student emotions is necessary for achieving this goal. Academic education in colleges is insufficient. Students must be equipped with additional skills in order to successfully integrate into their work environment. Students must be taught cognitive skills such as decision-making, problem-solving, attention to detail, and solution-mindedness.

## **3. Objectives**

- To investigate the disparities in Emotional Intelligence between male and female students.
- To investigate the disparities in Emotional Intelligence between rural and urban students.

## **4. Hypotheses**

Ho: There is no statistically significant difference between gender groups in terms of emotional intelligence factors.

Ho: There is no statistically significant relationship between students' emotional intelligence and their family background.

## **5. Methodology**

The research was carried out on undergraduate and postgraduate students studying in the Kanyakumari district. The current study's sample consists of 150 male and female students (100 undergraduate, 50 postgraduate) from various educational backgrounds (Pure Sciences, Commerce, and Arts). Non-random convenience sampling and snowball sampling were used to collect data.

## 6. Interpretation and Analysis

### Factors Influencing Arts and Science College Students' Emotional Intelligence

The researcher attempted to compare the gender groups on the basis of certain variables influencing emotional intelligence, namely self awareness, self management, self motivation, social skills, relationship management, and empathy. Using the t-Test, the following hypotheses were developed for analysis.

Ho: There is no statistically significant difference between gender groups in terms of emotional intelligence factors.

H1: There is a significant difference between gender groups in terms of emotional intelligence factors.

Table 1 displays the results of the above-mentioned testing on the variables:

Table 1 - Gender Group of Arts and Science College Students and Emotional Intelligence Variables - Results of t-Test

Gender group	Emotional Intelligence Factors			t Value	df	Sig at 5% level	Ho	Result
	Mean	S.	No. of Respondents					
<b>Self Awareness</b>								
Male	36.62	6.62	64	0.160	148	1.972	Accepted	Not Significant
Female	36.78	5.18	86					
<b>Self Management</b>								
Male	36.70	6.27	64	2.119	148	1.972	Rejected	Significant
Female	34.44	6.60	86					
<b>Self Motivation</b>								
Male	36.55	6.88	64	1.573	148	1.972	Accepted	Not Significant
Female	35.03	4.89	86					
<b>Social Skills</b>								
Male	35.27	6.04	64	0.330	148	1.972	Accepted	Not Significant
Female	34.88	7.71	86					
<b>Relationship Management</b>								
Male	35.75	6.48	64	3.750	148	1.972	Rejected	Significant
Female	31.83	6.23	86					
<b>Empathy</b>								
Male	35.14	6.81	64	1.237	148	1.972	Accepted	Not Significant
Female	36.44	6.02	86					

Source: Computed data

According to Table 1, the calculated value 't' value for self awareness factor influence emotional intelligence among different gender groups of arts and science college students is 0.160, which is less than the table value of 1.972 at the 5% level of significance. The Ho is accepted because

the calculated 't' value is less than the table value. As a result, it is concluded that there is no significant difference in the influence of gender group and self awareness factor on emotional intelligence of arts and science college students.

Table 1 shows that the calculated value 't' value for self-management factor influence emotional intelligence among different gender groups of arts and science college students is 2.119, which is greater than the table value of 1.972 at the 5% level of significance. The Ho is rejected because the calculated 't' value is greater than the table value. As a result, it is concluded that there is a significant difference between gender groups and how self-management influences emotional intelligence in arts and science college students.

Table 1 also shows that the calculated value 't' value for self motivation factor influence emotional intelligence among different gender groups of arts and science college students is 1.573, which is less than the table value of 1.972 at 5% significance level. The Ho is accepted because the calculated 't' value is less than the table value. As a result, it is concluded that there is no significant difference in the influence of gender group and self motivation factor on emotional intelligence of arts and science college students.

Table 1 shows that the calculated value 't' value for social skills factor influence emotional intelligence among different gender groups of arts and science college students is 0.330, which is less than the table value of 1.972 at 5% significance level. The Ho is accepted because the calculated 't' value is less than the table value. As a result, it is concluded that there is no significant difference in the influence of gender group and social skills factor on emotional intelligence of arts and science college students.

Table 1 also shows that the calculated value 't' value for relationship management factor influence emotional intelligence among different gender groups of arts and science college students is 3.750, which is greater than the table value of 1.972 at the 5% level of significance. The Ho is rejected because the calculated 't' value is greater than the table value. As a result, it is concluded that there is a significant difference between gender groups and how relationship management influences the emotional intelligence of arts and science college students.

Table 1 shows that the calculated value 't' value for empathy factor influence emotional intelligence among different gender groups of arts and science college students is 1.237, which is less than the table value of 1.972 at 5% significance level. The Ho is accepted because the calculated 't' value is less than the table value. As a result, it is concluded that there is no significant difference in the influence of gender group and empathy factor on emotional intelligence of arts and science college students.

The following are the results obtained through the use of the t-Test:

Table 2 - Results of t-Test in Nutshell

Sl. No.	Independent Variable	Dependent Variable	Hypothesis	Remarks
1	Gender group	Self Awareness	Accepted	Not Significant
2	Gender group	Self Management	Rejected	Significant
3	Gender group	Self Motivation	Accepted	Not Significant
4	Gender group	Social Skills	Accepted	Not Significant
5	Gender group	Relationship Management	Rejected	Significant
6	Gender group	Empathy	Accepted	Not Significant

Ho: There is no statistically significant relationship between students' emotional intelligence and their family background.

Table 3 - Chi-square Test for Association between Level of Emotional Intelligence and Family Background of Students

Family Background	Level of Emotional Intelligence			Total	Chi-square Value	P value
	Low	Moderate	High			
Rural	20 (19.6%) [83.3%]	60 (58.8%) [62.5%]	22 (21.6%) [73.3%]	102	15.401	0.000
Urban	4 (8.3%) [16.7%]	36 (75%) [37.5%]	8 (16.7%) [26.7%]	48		
Total	24	96	30	150		

Note: 1. The value within ( ) refers to Row Percentage

2. The value within [ ] refers to Column Percentage

The null hypothesis is rejected at the 1% level of significance because the p value is less than 0.01. As a result, it is concluded that there is a significant relationship between students' emotional intelligence and their family background. According to the row percentage, level of emotional intelligence among students from rural areas is 19.6 percent, 58.8 percent has moderate level of emotional intelligence, and 21.6 percent has high level of emotional intelligence. 8.3 percent of respondents in the urban area have low emotional intelligence, 75% have moderate emotional intelligence, and 16.7 percent have high emotional intelligence.

## 7. Suggestions

Rational control has been discovered to be an important factor in their academic achievement. Parents must recognise and instil in their children the concept of "delaying gratification" (resisting a

smaller and more immediate reward in order to receive a larger and more lasting reward) as well as controlling impulsive behaviour.

Parents can introduce their children to relaxation programmes like meditation and yoga at a young age to help them avoid, manage, and cope with stress. Such practises would allow the children to have a focused mind as well as a harmonious body and mind.

## 8. Conclusion

It is concluded that there is no significant difference between gender groups when it comes to how self awareness, self motivation, social skills, and empathy factor influence emotional intelligence of arts and science college students. It has been discovered that there is a significant difference between gender groups in terms of self management and relationship management, which influence the emotional intelligence of arts and science college students. It was discovered that there is a significant relationship between students' emotional intelligence and their family background.

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