Emotional Intelligence among Polytechnical College Students in Relation to their Gender

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Abstract

The present investigation in to find out the Emotional Intelligence among Students of Polytechnic College in Relation to their Gender Girls and Boys. The sample consisted of 120 Polytechnic College Students out of which 60 where Girls and 60 where Boys. For this purpose of investigation "Emotional Intelligence" by Prof. Roquiya Zainuddin and Dr. Anjum Ahmed was used. The data obtained were analyzed through 't' test to know the mean difference between Students of Polytechnic College in Relation to their Gender. The result shows that there is no significant difference between Emotional Intelligence among Students of Polytechnic College in area of Rural and Urban but there is a significant difference between Emotional Intelligence among girls and boys at 0.05 level. It means Girls students are high Emotional Intelligence than boys students.

Key Words: Emotional Intelligence, Girls, Boys, Rural area, Urban area.

Introduction:

Education is not limited to the development of intellectual abilities and academic knowledge; it also contributes to the emotional, social, and personal development of students. In higher education, students encounter various academic demands, interpersonal relationships, career-related concerns, and challenges associated with becoming independent. The ability to understand and manage emotions can play an important role in helping students respond constructively to these situations. This ability is commonly discussed under the concept of emotional intelligence.

Emotional intelligence refers to an individual's capacity to recognize, understand, regulate, and appropriately express emotions in oneself and to understand emotions in others. It involves several interconnected abilities, including awareness of one's own emotions, management of emotional responses, understanding the feelings of others, and maintaining effective interpersonal relationships. These abilities can influence how students deal with stress, communicate with peers and teachers, solve problems, and adapt to changing academic and social environments.

Polytechnic education has a distinctive role in preparing students for technical and professional careers. Polytechnic students are generally expected to develop practical competencies along with theoretical knowledge. Their educational experience may involve laboratory work, project-based activities, teamwork, practical examinations, industrial exposure, and preparation for employment or further education. Such experiences require not only technical competence but also the ability to communicate effectively, cooperate with others, manage pressure, and adapt to different situations. Therefore, understanding the emotional characteristics of polytechnic students is relevant to their overall educational and professional development.

Gender is another factor that has frequently been considered in studies of emotional intelligence. Students may differ in their emotional experiences, communication patterns, social interactions, and ways of responding to emotional situations. However, such differences cannot simply be assumed to be a result of gender alone, as emotional development may also be influenced by family environment, culture, education, personality, social experiences, and other individual factors. Examining emotional intelligence in relation to gender can therefore provide a clearer

understanding of whether meaningful differences exist among male and female students within a particular educational setting.

Studying emotional intelligence among polytechnic college students may also have practical implications for educational institutions. If differences or particular areas of emotional development are identified, colleges may be able to strengthen students' interpersonal, self-management, communication, and coping skills through appropriate educational activities and support programmes. Such efforts can complement technical education and contribute to the broader development of students.

Against this background, the present study focuses on emotional intelligence among polytechnic college students in relation to their gender. The study seeks to examine the level of emotional intelligence among the students and determine whether there is a significant difference in emotional intelligence between male and female students. The findings may contribute to a better understanding of the emotional development of polytechnic students and may provide useful information for teachers, counsellors, administrators, and researchers interested in students' holistic development.

The concept of Emotional Intelligence was popularized by **Salovey and Mayer (1990)**, who described it as a set of abilities involving the monitoring of one's own and others' feelings and emotions, distinguishing among them, and using emotional information to guide thinking and actions. Later, **Mayer, Salovey and Caruso (2004)** developed the ability model of emotional intelligence, emphasizing four major branches: perception of emotion, using emotion to facilitate thought, understanding emotion, and managing emotion.

Goleman (1995) expanded the concept through a mixed model and emphasized competencies such as self-awareness, self-regulation, motivation, empathy, and social skills. These dimensions have considerable relevance to polytechnic students because technical education involves academic demands, practical training, teamwork, communication, problem-solving, and preparation for employment.

Emotional Intelligence and Gender:

Gender differences in Emotional Intelligence have been examined in several educational and psychological studies. Some researchers have reported that female students tend to demonstrate higher levels of certain emotional competencies, particularly empathy, emotional awareness, and interpersonal understanding, whereas other studies have found no significant gender differences in overall Emotional Intelligence.

Such differences should not be interpreted as universal or inherent characteristics of all males or females. Emotional intelligence can be influenced by socialization, family environment, educational experiences, culture, personality, and opportunities for emotional learning.

Salovey and Mayer (1990) introduced the concept of Emotional Intelligence as an ability related to emotional information processing. Their theoretical work provided the foundation for subsequent research examining individual differences in emotional abilities, including possible differences associated with gender.

Mayer, Caruso and Salovey (1999) examined emotional intelligence using an ability-based approach. Their work demonstrated that emotional intelligence could be conceptualized and assessed as a distinct form of ability rather than merely as a personality characteristic.

Goleman (1995) emphasized the importance of emotional competencies such as self-awareness, self-management, empathy, and social skills. His work contributed to the application of emotional intelligence in educational and organizational settings.

Mayer, Salovey and Caruso (2004) reviewed the ability model of Emotional Intelligence and argued that emotional abilities could contribute to effective social functioning. Their work provides a useful theoretical framework for examining emotional intelligence among students.

Petrides and Furnham (2000) distinguished between ability emotional intelligence and trait emotional intelligence. Their work is important for researchers because different definitions and measurement approaches can produce different findings concerning gender differences.

Brackett and Mayer (2003) compared ability-based and self-report approaches to emotional intelligence and highlighted the importance of using appropriate theoretical models and assessment instruments when investigating EI.

Extremera and Fernández-Berrocal (2006) examined emotional intelligence in relation to psychological adjustment among students. Their work suggested that emotional abilities are relevant to students' psychological and social functioning and therefore have educational significance.

Mayer, Salovey and Caruso (2008) further discussed the ability model of emotional intelligence and its relationship with broader psychological functioning. Their work reinforced the importance of examining emotional intelligence as an individual difference that may affect interpersonal and adaptive behaviour.

Objective of the study:

1. To study difference between Emotional Intelligence among Students of Polytechnic College in Relation to their Gender Girls and Boys.
2. To study difference between Emotional Intelligence among Students of Polytechnic College Rural area and Urban area.

Hypothesis:

Ho_1 : There is no significant difference between Emotional Intelligence among Students of Polytechnic College in Girls and Boys.

Ho_2: There is no significant difference between Emotional Intelligence among Students of Polytechnic College in Rural area and Urban area.

Method:

Sample:

The present study carried out on the initial sample for the present study consisted of 120 Students studying in Polytechnic College of Deesa City. Elements of the study are out of which 60 were Girls and 60 were Boys College students.

Tools:

In the present investigation measure the "Emotional Intelligence Test" by Prof. Roquiya Zainuddin and Dr. Anjum Ahmed was used. The Reliability of the test was Cronbanch's alpha Coefficient computed is 0.7 is significant at 0.1 level. The test validity was 0.83

Procedure:

The Girls and Boys who were studying in different Courses Agriculture Education in Deesa City. Were randomly selected & Emotional Scale Was data collected. The obtain data form 120 Girls and Boys were analyzed with the help of mean, SD and 't' test.

Results & Discussion:

The main objective of present study was to do study of Emotional Intelligence among Students of Polytechnic College In it statistical method was used. Results discussions of present study are as under:

Table no: 1

Showing the Mean, SD, and 't' value of Emotional Intelligence among Students of Polytechnic College in Girls and Boys

No	Variables	N	Mean	SD	t – Value	Sign. Level
1	Girls	60	62.5	4.876	3.193	Sign.
2	Boys	60	60.15	2.856		

Significance at 0.05 level

The above result table No.1 we can see that 't' test was used to know the representing type of Emotional Intelligence (60 Girls and 60 Boys Students of Polytechnic College). In Gender we had taken 60 Students as samples and mean of this sample Polytechnic Girls 62.5 and SD were 4.876 in Boys same ratio of sample was taken means was 60.15 and SD was 2.856 and 't' value was 3.193, it was no significance at 0.05 level. Thus, the null hypothesis, I which states "There is no significant difference between Emotional Intelligence among students at Polytechnic College

in Girls and Boys" Thus, it is concluded significant difference in Polytechnic of Girls and Boys.

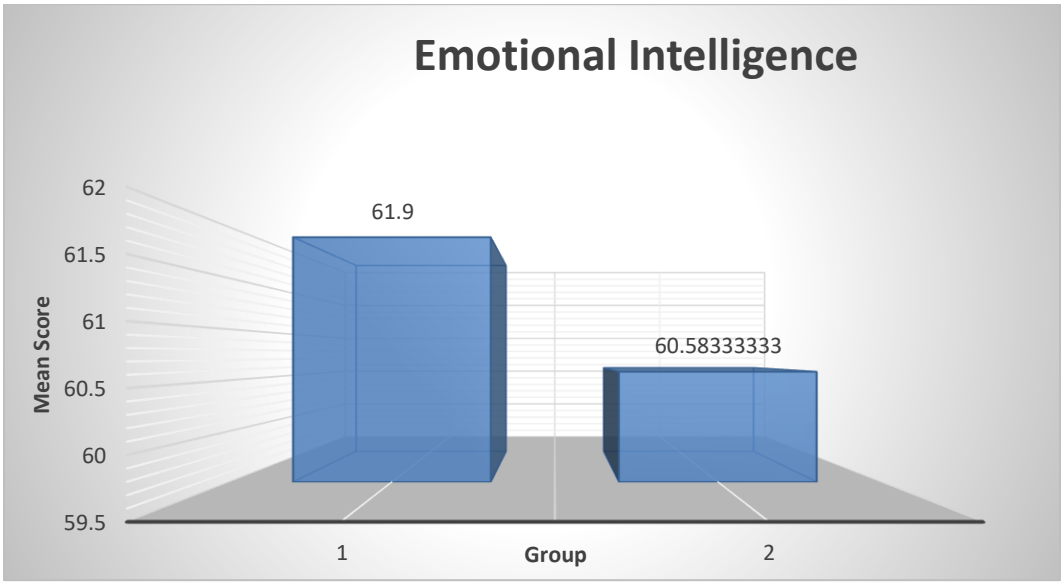


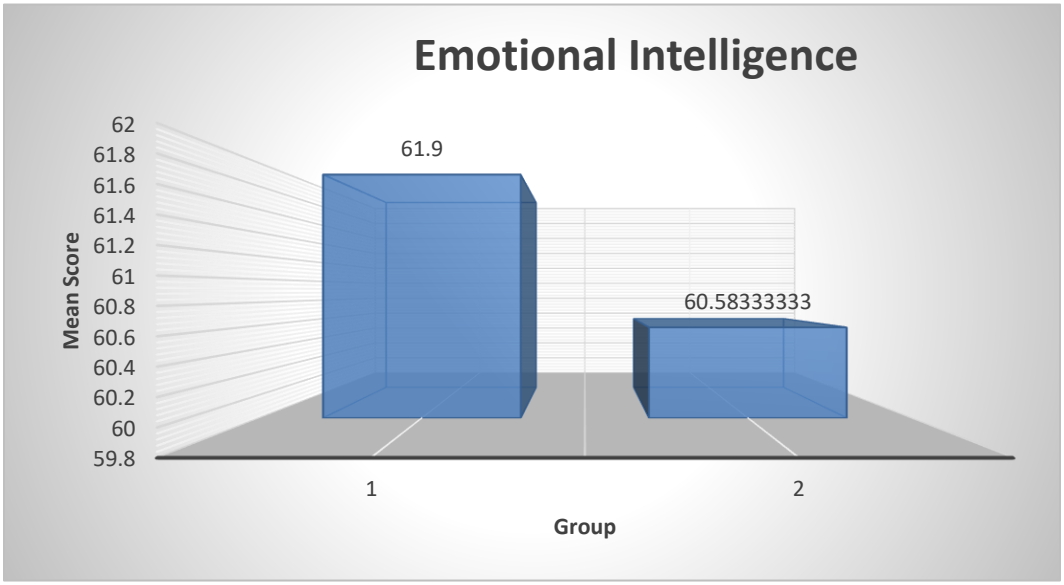
Table no: 2

Showing the Mean, SD, and 't' value of emotional Intelligence among Area Urban and Rural.

No	Variables	N	Mean	SD	t – Value	Sign. Level
1	Rural Area	60	61.9	5.094	1.762	NS
2	Urban Area	60	60.58	2.641		

NS = Non – significance at 0.05 level

The above result table No.2 we can see that 't' test was used to know the representing type of Emotional Intelligence (60 Rural area and 60 Urban area Students of Polytechnic college). In Area we had taken 60 Students as samples and mean of this sample Rural area 61.9 and SD was 5.094 in Urban area same ratio of sample was taken means was 60.58 and SD was 2.641 and 't' value was 1.762, it was no significance at 0.05 level. Thus, the null hypothesis, I which states "There is no significant difference between Emotional Intelligence among Students of Polytechnic College in Rural area and Urban area" Thus, it is concluded no significant difference in Students of Rural area and Urban area.



- **Limitations of the Study:**

The findings of the present study should be interpreted in light of the following limitations:

1. The sample consisted of 120 students from polytechnic colleges in Deesa City, with 60 girls and 60 boys. Therefore, the findings may not be generalised to all polytechnic students or to students from other regions without further evidence.

2. The study examined emotional intelligence in relation to gender and rural–urban area only. Other potentially relevant factors, such as age, year of study, academic stream, family environment, socioeconomic background, and previous emotional-learning experiences, were not examined.

3. Emotional intelligence was assessed using the Emotional Intelligence Test by Prof. Roquiya Zainuddin and Dr. Anjum Ahmed. The findings therefore depend partly on the suitability of this instrument for the participants and the way the test was administered.

4. The study used a comparative design and statistical analysis of group differences. It does not establish that gender or residential area causes differences in emotional intelligence.

5. The paper reports group means, standard deviations, and t-values, but additional information such as confidence intervals, effect sizes, sampling details, and fuller participant characteristics would help readers assess the precision and practical importance of the findings.

- **Delimitations of the Study:**

The study was deliberately confined to the following boundaries:

1. The study was restricted to 120 polytechnic college students from Deesa City.
2. The sample included 60 girls and 60 boys.
3. The variables considered were emotional intelligence, gender, and rural–urban area.
4. Emotional intelligence was measured using the Emotional Intelligence Test by Prof. Roquiya Zainuddin and Dr. Anjum Ahmed.
5. The collected data were analysed using mean, standard deviation, and the t-test to examine differences between the selected groups.

- **Suggestions for Future Research:**

1. Future studies may include larger samples drawn from polytechnic colleges across different districts and states to improve the representativeness of the findings.
2. Researchers may examine emotional intelligence across different technical disciplines, academic years, age groups, and educational settings.
3. Future research may explore additional variables such as academic achievement, stress, coping strategies, psychological well-being, interpersonal relationships, family environment, and socioeconomic background.
4. Researchers may use more than one appropriate measure of emotional intelligence, or compare self-report measures with ability-based assessments, while reporting evidence of reliability and validity for the study sample.
5. Further studies may report effect sizes and confidence intervals alongside significance tests to clarify the magnitude and precision of group differences.
6. Longitudinal or intervention-based research may examine how emotional intelligence develops over time and whether structured activities—such as emotional-awareness, communication, empathy, and stress-management programmes—are associated with changes in students' emotional competencies.
7. Qualitative interviews or focus groups may be used to understand students' experiences of emotional expression, emotional regulation, and support within technical education.

Conclusion:

1. There is significant difference between Emotional Intelligence among Girls and Boys It means Girls are High Emotional Intelligence than Boys.
2. There is no significant difference between Emotional Intelligence among Rural area and Urban area Students of Polytechnic college.

Girls may sometimes appear to have higher emotional intelligence than boys because they are often encouraged from childhood to express feelings, understand other people's emotions,

communicate openly, and maintain relationships. Boys may be encouraged to hide or control their emotions, which can reduce practice in expressing and discussing feelings. However, emotional intelligence depends on personality, upbringing, culture, and life experiences, so it is not true that all girls have higher emotional intelligence than all boys.

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