

A Study on Emotional Intelligence and Religiosity of College Students

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Abstract

The present study was undertaken to justify religiosity on emotional intelligence and to find out the level of emotional intelligence of college level students in relation to their gender, locality and stream. The study was conducted on 200 college level students out of 100 Hindu and 100 Muslim were selected through stratified random sampling technique from 3rd and 4th Semesters Under Graduate (UG) college students of general degree colleges situated within North Dum Dum Municipal area, Kolkata. The stratification was based on religion (Hindu & Muslim) and gender (Male & Female). The standardized structured questionnaire named "Emotional Intelligence Quotient Scale" was designed and developed by Professor N. K. Chadha and Dr. Dalip Singh (2001) was administered to assess Emotional Intelligence. The four hypotheses formulated in the study are tested using appropriate statistical tests like mean, S. D. and independent sample t-test to know the mean difference of emotional intelligence among college level students in relation to religion, gender, locality and stream. The results revealed that Hindu students were more emotionally intelligent than Muslim Students. Results of the study also showed that there is no significant mean difference in the level of Emotional Intelligence among college students across their gender, locality, and stream.

Key Words: Emotional Intelligence, Religion, Gender, Location, Stream.

Introduction

Emotions are the most influential psychological elements of human personality that motivate one's behavior to survive in both personal and professional life. One can express his / her internal feelings effectively with the help of emotions. Emotions are involved in all activities, actions and reactions of human being. Therefore, emotionally intelligent persons can recognize their potentialities and be able to exercise this in their personal and professional life. The term emotional intelligence was first described by Salovey and Mayer (1990) as a form of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. Emotional intelligence is an umbrella term that describes a broad collection of interpersonal and intrapersonal skills. Interpersonal skills define the ability to understand the feelings of others, empathize, maintain and develop interpersonal relationship and above all our sense of social responsibility. On the other hand, intrapersonal skills consist of the ability to understand one's own motivation (Mayer & Salovey (1995). Emotional intelligence became popular by Daniel Goleman with publication of his book "Why it can be matter more than IQ" in the early 1990. Emotional intelligence as a concept was first developed by Goleman (1995). Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship (Goleman, 1998).

Review of Literature

Thorndike (1920) defined social intelligence as “the ability to understand and manage men and women, boys and girls to act wisely in human relations”.

Punia&Sangwan (2011) suggested that girls are more emotionally intelligent than boys.

Dinesh Naik&Ahirrao D Kiran (2018) conducted a study to explore the correlation between Emotional Intelligence and Achievement Motivation of Senior college students as well as comparison between boys and girls in relation with Emotional Intelligence and Achievement Motivation.

Annaraja& Jose (2005) conducted a study on B. Ed students, the results showed that student’s place of residence has some effect on their emotional intelligence although place of residence has effect on their self-awareness, self-control, social skills. And do not differ significantly on emotional intelligence.

Saranya&Velayudhan (2008) conducted a study among 30 male and 30 female university day scholars to find out the gender differences on their emotional intelligence and he revealed that there is no significant difference in self-awareness, self-regulation, social-awareness and social-skills among day scholars boys and girls.

Upadhyay (2006) suggested that emotional intelligence is an important factor to generate confidence in students. Students having low emotional intelligence were also low on the level of self-confidence, whereas students who had high level of self - confidence were also found to have higher emotional intelligence.

Abdullah (2006) suggested that some dimensions of emotional intelligence significantly predict academic performance of college students.

Khan &Ishfaq (2016) found that there is a significant difference between emotional intelligence among Adolescents students with reference to gender, socioeconomic status and type of school.

Hettich (2000) suggested that emotional intelligence is one such factor that is instrumental in situations that call upon students to adjust happily from one environment to another.

Katyal&Awasthi (2005) studied on adolescent of Chandigarh to study the emotional intelligence among males and females and he suggested that emotional intelligence is higher among females than males adolescent of Chandigarh.

According to Qualter, P., Whiteley, H. E., Hutchinson, J. M., and Pope, D. J., (2007) higher levels of emotional intelligence facilitate students’ ability to cope with the transition from primary to secondary school.

Singh, M. C. (2008). OP and Asthana, M. conducted a study among 400 adolescents (200 male and 200 female) from various schools and colleges student considering the variable gender on emotional intelligence and found that male and female adolescents exhibit some emotional intelligence, concluding that both male and female adolescents are caring, giving, supportive and enriching.

Rationale of the Study

A number of studies have established the significant relationship between emotional intelligence of students and their academic achievement. Emotionally intelligent students are more successful in their college life and have better interpersonal and intra personal skills thus they can manage stress in better ways. Being emotionally intelligent student does not achieve academic performance only but also determines their career success and helps to solve problems and live a more productive life. If the college students are emotionally intelligent, it makes them healthier, employable and batter relationship with the students. There are substantial evidence on the influence of emotional intelligence on academic and occupational success. Hence, the researcher attempts to study the emotional intelligence among the students of general degree colleges situated in North

Dum Dum Municipal area, Kolkata.

Objective of the Study

In the light of this Emotional intelligence, this study aims are:

1. to assess the level of emotional intelligence among college students.
2. to compare the emotional intelligence of the college students in terms of religiosity.
3. to find out the difference related to the emotional intelligence of college students in relation to their gender.
4. to compare the emotional intelligence of rural and urban areas college students.
5. to examine the emotional intelligence among the college students in terms of their streams.

Hypotheses of the Study

H₁: Hindu college students are more emotional intelligence than Muslim college students

H₂: Male college students are significantly different from female college students on emotional intelligence

H₃: Rural areas college students are significantly different from urban areas college students on emotional intelligence

H₄: There is significance difference between arts students and science students on emotional intelligence

Methodology of the Study

Methodology includes sampling procedure, adaptation of tools, and administration of tests for collection of data.

Population and Sample

The population of study consists of 3rd and 4th Semesters Undergraduate (UG) college students of general degree colleges situated within North Dum Dum Municipal area, Kolkata. According to sources of West Bengal State University, Barasat, around 4000 UG college students are studying in 3rd and 4th Semesters in the year 2022. The sample consisted of 200 UG college students of 3rd and 4th Semester, out of 100 Hindu and 100 Muslim students were selected by stratified random basis from different departments of colleges. It was further divided into two groups i.e. male and female students. Therefore, four strata from each stratum 50 cases were selected all together there were 200 college students. On the basis of the information provided, the students have been classified in to four groups matched on the religion and gender. Students were selected randomly by using lottery method.

Tools

In this study, the "Emotional Intelligence Scale" was designed and developed by Professor N. K. Chadha and Dr. Dalip Singh was used to measure emotional intelligence of Indian population. It consists of 22 situations - each situation has four sets of options to choose from, each of the options holds scores ranging from 5 - 20. The scoring is done by using 22 situations. The test-retest reliability for the test was found to be 0.94. The split half-reliability in case of odd-even items was 0.89 and for first half and second half was 0.91. The validity was found to be 0.92

Administration of Tests

The males and females Under Graduate students of 3rd and 4th Semester, studying in colleges of different streams and belonging in Hindu and Muslim religion within North Dum Dum Municipal area, Kolkata, were selected randomly using lottery method. The students were explained how to fill up the

questionnaire. The obtained data were analyzed using statistical measures such as mean, SD & 't'test with the help of SPSS.

Characteristics of Sample

(1) Emotional Intelligence:

Table 1: Percentage of Students having different level of Emotional Intelligence

Group	Extremely High	High	Moderate	Low
N = 200	111	46	43	0
Percentage	55.5 %	23.0 %	21.5 %	0 %

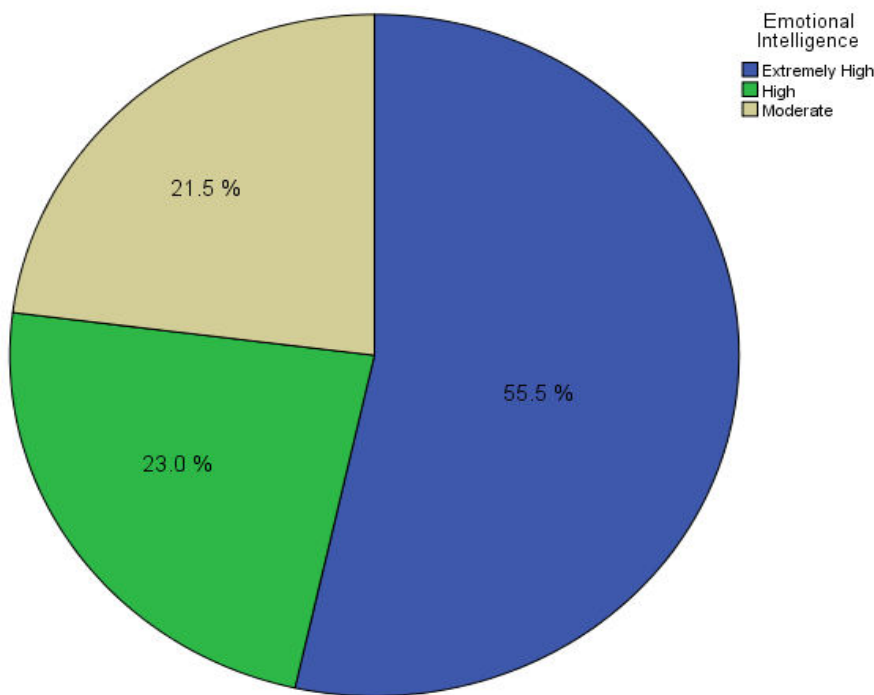


Figure 1: Percentage of Students having different level of Emotional Intelligence

It was revealed from the Table 1 and Figure 1 that out of total sample 200, 55.5 % of student having extremely high level of emotional intelligent on emotional test and 23 % of the student found high level of emotional intelligent, whereas 21.5 % students have moderate level of emotional intelligent.

(ii) Religion:

Table 2: Percentage Distribution of Hindu and Muslim Students on account of Level of Emotional Intelligence

Religion	N	Extremely High		High		Moderate		Low	
		N	%	N	%	N	%	N	%
Hindu	100	61	61 %	20	20 %	19	19 %	0	0 %
Muslim	100	46	46 %	27	27 %	27	27 %	0	0 %

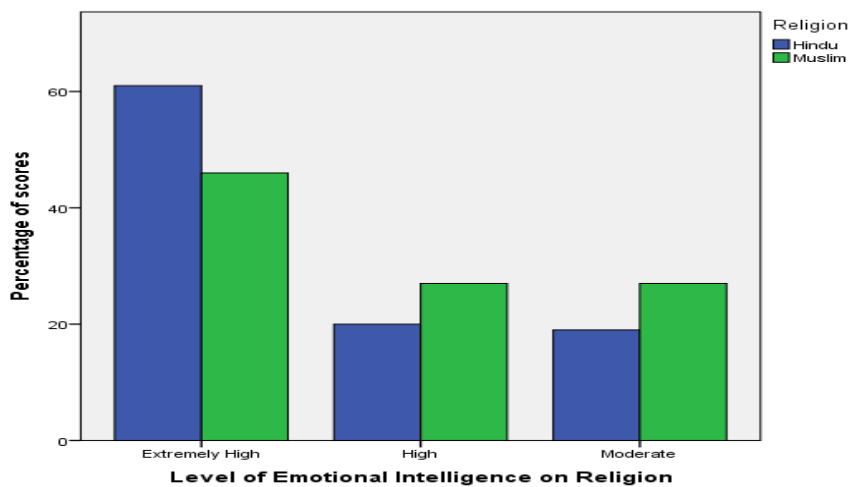


Figure 2: Level of Emotional Intelligence of Hindu and Muslim Students

Table 2 and Figure 2 reported that 61percentages of Hindu students in extremely high category is higher than the Muslim students 46 % but in high category percentage of Muslim students 27 % is more than the Hindu category students 20 % . Similarly,

Muslim students are greater in moderate category 27 % than Hindu students 19 % of their level of emotional intelligence.

(iii) Gender:

Table 3: Gender wise percentage distribution of students on their Level of Emotional Intelligence

Gender	N	Extremely High		High		Moderate		Low	
		N	%	N	%	N	%	N	%
Male	100	54	54 %	24	24 %	22	22 %	0	0 %
Female	100	57	57 %	22	22 %	21	21 %	0	0 %



Figure 3: Level of Emotional Intelligence of Male and Female Students

Table 3 and Figure 3 depicted that 57 % female students was found more emotionally intelligence as compare to male students 54 %. The result shown that percentage of high and moderate scorer in emotional intelligence is higher in male students 24 % and 22 % than female students 22 % and 21 % respectively

(iv) Locality :

Table 4: Percentage Distribution of Urban and Rural Students on account of the Level of Emotional Intelligence

Location	N	Extremely High		High		Moderate		Low	
		N	%	N	%	N	%	N	%
Urban	100	57	57 %	22	22 %	21	21 %	0	0 %
Rural	100	54	54 %	24	24 %	22	22 %	0	0 %

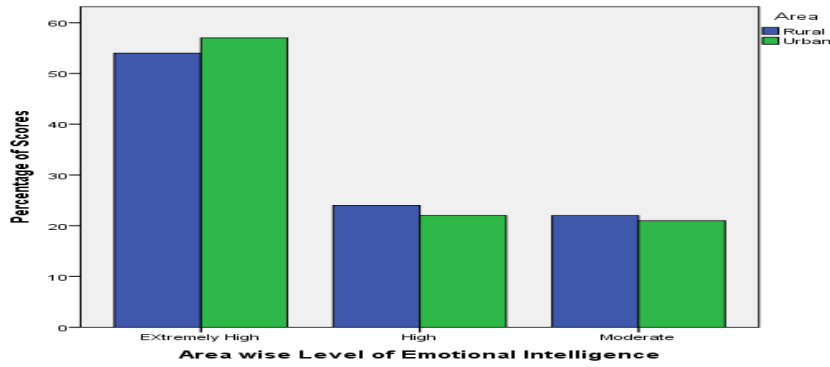


Figure 4: Level of Emotional Intelligence of Rural and Urban Students

From the Table 4 and Figure 4, it is found that 57 % of urban students in extremely high category was more emotionally intelligence as compare to rural students 54 %. Table 4 also shows that percentage of high and moderate scorer in emotional intelligence is higher in rural students 24 % and 22 % than urban students 22 % and 21 % respectively.

(v) Stream:

Table 5: Stream wise percentage distribution of the level of Emotional Intelligence

Stream	N	Extremely High		High		Moderate		Low	
		N	%	N	%	N	%	N	%
Science	100	57	57 %	24	24 %	19	19 %	0	0 %
Arts	100	54	54 %	22	22 %	24	24 %	0	0 %

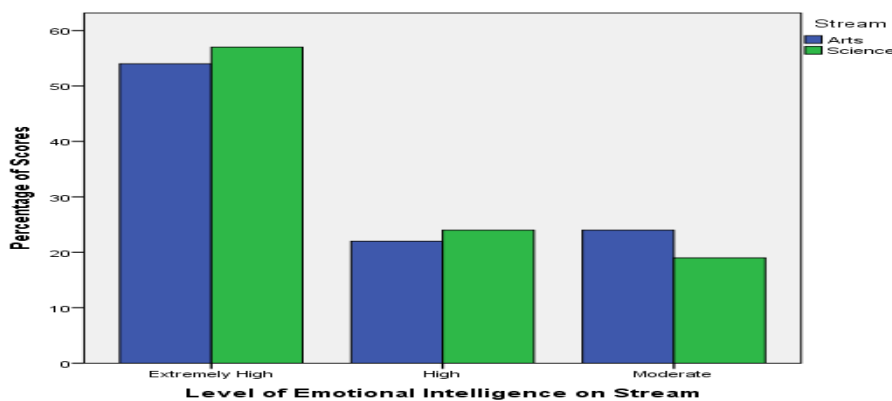


Figure 5: Level of Emotional Intelligence of Science and Arts Students

Table 5 and Figure 5 reported that percentage of extremely high and high scorer in emotional intelligence is higher in science students 57 % and 24 % than arts students 54 % and 22 % respectively. Only 19 % science students are found less emotionally intelligence as compare to arts students 24 %.

Results and Discussion

H₁: Hindu college students are more Emotionally Intelligence than Muslim college students

In order to test hypothesis H₁, t-test has been applied. The result is shown below in Table 6.

Table 6: t-test comparing means of Hindu and Muslim College Students on their Level of Emotional Intelligence

Religion	N	Mean	SD	t	Level of Significance
Hindu	100	356.43	31.36	2.182	.030
Muslim	100	346.42	33.48		

The above result Table 6 reveals that 't' test was used to know the level of Emotional Intelligence among Hindu and Muslim students. Where Hindu students mean was 356.43 & S.D. = 31.36 and Muslim students mean was 346.42 & S.D. = 33.48 and difference between their 't' value was 2.182, which is highly significant and the significant value (.030) is < 0.05. The result leads to infer that the mean scores of Hindu and Muslim students differed significantly. The result shows that there is significant mean difference on emotional intelligence of Hindu and Muslim college level students. Thus the alternative hypothesis (H₁) is accepted. Hindu students are higher mean score than Muslim students with respects to their level of emotional intelligence.

H₂: Male college students are significantly different from female college students on Emotional Intelligence

Table 7: t-test comparing means of Male and Female College Students on their Level of Emotional Intelligence

Group	N	Mean	SD	t	Level of Significance
Male	100	352.95	32.14	-.057	.954
Female	100	353.21	32.00		

In order to study the significance difference of emotional intelligence among male and female students, data was analysed by using t-test. The analysis of data is given in the Table 7. From the above Table 7, the observed result showed that the calculated value of t = -.057, with a p (significance level, two-tailed) = .954 which is greater than the table value (1.97) at 0.05 level of significance (p > 0.05). Hence the hypothesis H₂ is rejected. The results infer that there is no significant difference in

emotional intelligence among male and female students. Therefore, it may be interpreted that Emotional Intelligence among male and female students differs insignificantly. However, the result revealed that the mean score of Emotional Intelligence among female students ($M = 353.21$ & $SD = 32.00$) is greater than the male students ($M = 352.95$ & $SD = 32.14$). So, the findings revealed that the Emotional Intelligence level of male and female are same.

H₃: Rural area's college students are significantly different from Urban area's college students on Emotional Intelligence

Table 8: t-test comparing means of Urban and Rural College Students on their Level of Emotional Intelligence

Group	N	Mean	SD	t	Level of Significance
Urban	100	353.07	31.68	-.004	.996
Rural	100	353.09	32.46		

Table 8 are showing the Emotional Intelligence of the students on the basis of their residential location. Mean values of the groups are $M = 353.07$, $SD = 31.68$ and $M = 353.09$, $SD = 32.46$ respectively. From the above Table 8, the observed result showed that the calculated value of $t = -.004$, with a p (significance level, two-tailed) = .996, which is lower than the table value of 1.96 at 0.05 level of significance. Hence, there is no significance difference of college level students from rural and urban on their emotional intelligence. As the table showed $p > 0.05$, the alternative hypothesis H_3 is rejected. The result leads to infer that there is no significance difference in emotional intelligence among students on the basis of residential locality. However, both groups are showing high emotional intelligence.

H₄: There is significance difference between Arts students and Science students on Emotional Intelligence

Table 9: t-test comparing means SD and "t" value of Emotional Intelligence of Collelevel Students among Arts and Science college students

Group	N	Mean	SD	t	Level of Significance
Science	100	353.96	33.40	-.388	.698
Arts	100	352.20	30.66		

From the above Table 9, we can see that 't' test was used to know the level of Emotional Intelligence among science and arts college students. Science students mean was $M = 353.96$, $SD = 33.40$ and Arts students mean was $M = 352.20$, $SD = 30.66$ and difference between their value of $t = -.388$, with a p (significance level two tailed) = 0.698. As the result indicated $p > 0.05$, the alternative hypothesis H_4 is rejected. The result shows that there is no significant mean difference emotional intelligence of college level student in science and arts college students. Mean value of science students are high and

this value indicating more Emotional Intelligence in comparison to arts students. However, both streams are showing high emotional intelligence.

Conclusion

The findings are summarized below to conclude:

1. Hindu college level students are more emotionally intelligence than Muslim college level students.
2. There is no significant mean difference in emotionally intelligence of college level students in relation to their gender, i.e. emotional intelligence of male college students are not significantly difference from female college level students.
3. There is no significant mean difference between urban college level students and rural college level students on emotional intelligence.
4. There is no significant mean difference in emotionally intelligence of college level students in relation to their stream, it means emotional intelligence of arts students are not significantly different from science students.

Limitation

It was intensely realised in the present study that this research study is not as perfect as one it would like to be any lacuna is suggestive of scope for more improvement. Some of the limitations of the present study may be enumerated as follows:

1. Only the general degree colleges situated within North Dum Dum Municipal area, Kolkata, considered in this study.
2. The sample size of students within North Dum Dum Municipal area, Kolkata is not sufficient for generalization purpose.
3. Only two streams: Arts and Science are considered for this study.
4. Two communities: Hindu and Muslim are undertaken for this study.

Suggestion

This research is helpful to develop a new curriculum in view of the importance of emotional intelligence. Further research can be done on large population across difference socio demographic areas. They study will be helpful for the psychologists, teachers, and parents to guide properly their wards and channelize the energy to make students physically, mentally and emotionally healthy. So that, they can adjust themselves in new circumstances and take the right decision for the bright future and progress in life. Hence, it is suggested that training colleges and training institutions may think over in implementation of emotional intelligence to enhance their competency among teacher educators and student teachers.

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