



The Study Of Gender Difference In Emotional Intelligence And Problem Solving Ability Of College Students

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Abstract: The current study focuses on the relationship between college students' emotional intelligence and problem-solving skills. It aims to understand how the two variables under study help in educating youth. The capacity to recognise, use, and regulate your own emotions in order to reduce stress, communicate clearly, empathise with others, overcome obstacles, and diffuse conflict is known as emotional intelligence (EQ). While problem solving ability involves our ability to understand the nature or sources of problems, generate possible alternative solutions, measure and take action in selecting the finest solution, and implement the best possible solution. The population for the present study includes 800 college students from different colleges selected four district within Mizoram. The study reveals that there existed low correlation between the two variables. The findings shows that male students had higher problem-solving ability while female students possess higher levels of emotional intelligence as compare to their counterparts.

Keywords: *Emotional Intelligence; Problem-Solving Ability; College Students; Academic Success*

INTRODUCTION

The capacity to recognise, use, and regulate your own emotions in order to reduce stress, communicate clearly, empathise with others, overcome obstacles, and diffuse conflict is known as emotional intelligence (EQ). According to Goleman "Emotional Intelligence is the ability to sense, understand, value and effectively apply the power of emotions as a source of human energy, information, trust, creativity, and influence". The origins of emotional intelligence can be traced back to the concept of "social intelligence" which was first recognized in 1920. Thorndike defined social intelligence as "the ability to understand and manage men and women, boys and girls to act wisely in human relations". Recent investigation noticeably expresses that emotionally intelligent individuals perform better in their profession. Drawing from a number of different sources, a simple definition of emotional intelligence (also called the Emotional Quotient, or EQ) describes an ability to monitor your own emotions as well as the emotions of others, to distinguish between and label different emotions correctly, and to use emotional information to guide your thinking and behaviour and influence that of others (Goleman, 1995; Mayer & Salovey, 1990).

Emotional intelligence has a vital role in our day-to-day living, people with high EQ are more likely to understand better and monitor their emotions. Happiness, a complex of life satisfaction, dealing with resources, and positive emotions indicate desirable life consequences in several domains. The reason is that a positive emotion assists people to make lasting resources. (Cohn et al., 2009) Individuals with high

emotional intelligence are generally believed to achieve better in academics, as well as potentially secure and adapt well in their profession and other life domain. A number of empirical literature reveal that people who possess high emotional intelligence achieve relatively happy life outcomes, together with financial success, reassuring and caring relationships, successful coping resources, and even mental and physical health. Leaders with higher emotional intelligence are likely to have happier employees who then stay longer, minimizing the costs of attrition, and work harder, and increase productivity (Duggal, 2020). Accordingly, the modern education system needs to focus on its goals and objectives besides academic excellence, the development of positive and healthy emotional intelligence. The purpose of education is to help students gain knowledge through academic activities and ample skills so that they may function well in society. Getting merely a degree cannot be considered as education, we ought to know that securing a career does not mean attaining the purpose of life. The real purpose of Human beings is to have real contact; therefore, we can say that emotional intelligence is the essence of being human.

As we observe human day-to-day life, how people approach and solve problems leaves us with the query that why are some people better at spotting superb solutions for a problem than others? The reason behind it is the variations in the thought processes or thinking patterns of the concerned individual. When we observe educating children intimately, it is evident that there are several possible factors such as physical and mental abilities that affect students learning directly or indirectly. Along with other cognitive aspects, problem-solving ability also happens to be one of the crucial factors that influence learning. Problem-solving ability implies being capable of identifying and labeling the problem. Problem-solving involves a directed thought process concerned with a person's attempt to overcome obstacles in the way to achieve the goal. According to Skinner (1968), "Problem-solving is the framework or pattern within which the creative thinking and reasoning take place" as cited by Choudhary (2015). It involves our ability to understand the nature or sources of problems, generate possible alternative solutions, measure and take action in selecting the finest solution, and implement the best possible solution. It is a process of overcoming complications that arise to hinder the attainment of a goal. (Gurudeva, 2019) Any activity to eradicate a problem is referred to as problem-solving.

RATIONALE OF THE STUDY

Undergraduate education is more than the next stage in the learning process; it is considered as a significant component of human development worldwide. It often supports and nurtures not only the complex skills essential for every labor market but also the training necessary for teachers, civil servants, humanists and social activists, entrepreneurs, scientists, lawyers, politicians, social scientists, and an innumerable number of other personnel. Educated young individuals can enhance the capacity and analytical skills that impel local economies, sustain civil society, provide education to the younger generation, guide effective governments, and make imperative decisions that influence entire societies. In today's world, an educated youth with sufficient knowledge and education is needed, with the approaching impacts of globalization, the objectives of education become more and more complex and the crucial role of education is to produce employable and productive graduates who are high achievers, creative, with high emotional intelligence and who possess exceeding problem-solving ability skills. These young graduates can contribute to the economic development of the country and can increasingly encourage the core of a country's competitive advantage in the global economy.

OBJECTIVES OF THE STUDY:

1. To find out the levels of emotional intelligence of college students.
2. To find out the levels of Problem-Solving Ability of college students
3. To compare emotional intelligence of college students with reference to gender.
4. To compare problem-solving ability of college students with reference to gender
5. To find out the relationship between emotional intelligence and problem- solving ability of college students

HYPOTHESIS

1. There is no significant difference in the emotional intelligence of college students with reference to gender.
2. There is no significant difference in the problem-solving ability of college students with reference to gender.
3. There is no significant relationship between emotional intelligence and problem-solving ability of college students.

ANALYSIS AND INTERPRETATION

Objective No.1 to find out the levels of emotional intelligence of college students

Depending upon their responses on the 'emotional intelligence test' of college students, it was classified into three groups as per the norms of the scale. The following table (Table No. 1) shows the status of emotional intelligence of college students.

Table No. 1 Levels of Emotional Intelligence of College Students

Interpretation	Raw scores	No. of respondents	Percentage (%)
High Range	76 and above	248	31
Normal Range	65 to 75	426	53.25
Low Range	64 and below	126	15.75
Total		800	100

To investigate the emotional intelligence, the researcher adopted a scale where the range of the score of the scale was 0 to 90. The scores of the respondents were found between scores 42 to 88, with a range of 46. As revealed from the above table (Table No.1) 248 (31%) of the respondents were found to have a high range of emotional intelligence, while a majority of the respondents 426 (53.25%) had a normal range of emotional intelligence. Altogether, 126 respondents (15.75) were identified as having low levels of emotional intelligence. It is quite evident that the majority of college students of Mizoram possess an average level of emotional intelligence.

Objective No.2 to find out the levels of problem-solving ability of college students

The scores of college students of Mizoram on the problem-solving ability scale were scored and tabulated. Based on their responses, the students were classified into three groups according to the norms of the scale. The following Table (Table No.2) shows the status of undergraduate students of Mizoram with respect to their problem-solving ability.

Table No.2 Level of Problem-Solving Ability in Undergraduate Students

Percentile	Score Range	Norm	No of respondents.	Percentage (%)
Below P25	Below 55	Low level	5	0.62
P25 To P75	Between 55 to 108	Average level	571	71.37
Above P75	Above 108	High level	224	28.00
Total			800	

To elicit the problem-solving ability of college students of Mizoram, the researcher used the problem-solving ability scale. The scores of the scale ranged from 0 to 160. The respondent's score was found to be between scores 50 -132 with a range of 82. As depicted by Table No.2, 224 (287%) respondents obtained a score above 75 percentiles with high-level problem-solving ability, a larger number of the respondent's i.e. 571(71.37%) scored between 25 to 75 percentile and had an average level of problem-

solving ability and only 5(0.62%) respondents scored below the 25 percentiles and were found to have low-level of problem-solving ability. It can be said that the majority of college students of Mizoram had an average level of problem-solving ability.

Objective No.3 to compare emotional intelligence of college students with reference to gender

For analysing the gender differences among undergraduate students, 't- test' analysis method was used to derive an inference in statistics, to have a strong visualization of the scores and to find out if there is any significant difference between two means.

A comparison of levels of emotional intelligence between male and female was conducted. The null hypothesis No. 1 states that: "there is no significant difference in the emotional intelligence of college students with reference to gender". The scores on the level of emotional intelligence of the two groups were tabulated to establish if there is a significant difference between the means of two groups. The following table, (Table No. 3) shows the comparison of level of emotional intelligence between male and female students.

Table No. 3 Comparison of Male and Female with respect to their Emotional Intelligence

Groups	N	M	Standard Deviation	df	MD	SEM	't' value	Sig. Level
Male	384	67.23	6	798	.99	.42	2.35	0.05*
Female	416	68.22	6.06					

**Significant at 0.05 level*

The above table indicates female students have a higher level of emotional intelligence (M=68.22; SD = 6.06) as compared to male students (M=67.23; SD = 6) The calculated t-value indicates significant difference between the two groups ($t = 2.53$; $\alpha=0.05$) The critical value with $df = 798$ to establish the difference of significance is 1.95 at 0.05 level and 2.58 at 0.01 level. Hence, the calculated t-value to determine the significance of difference between male and female undergraduate students of Mizoram with respect to their emotional intelligence is found to be significant at 0.05 level. Therefore,

Objective No.4 to compare problem-solving ability of college students with reference to gender

To compare the problem-solving ability of male and female undergraduate students, the null hypothesis No. 2 states that: "There is no significant difference in the problem-solving ability of college students of Mizoram with reference to gender". The scores on problem solving ability of the two groups were tabulated to establish if there is a significant difference between the means of two groups. The following table, (Table No. 4) shows the comparison of problem-solving ability between male and female students.

Table No. 4 Comparison of Male and Female Students Problem-Solving Ability

Groups	N	M	Standard Deviation	df	MD	SEM	't' value	Sig. Level
Male	384	104.51	12.80	798	8.48	.85	9.97	.01*
Female	16	96.03	11.21					

** Significant at 0.01 level*

The above table shows that the mean score of male students was 104.51 and standard deviation was 12.80. The mean score of females was 96.03 and standard deviation was 11.21. The obtained t - value 9.97 was found to be significant at 0.01 level, which signifies that there is a significant difference between male and female students in their problem-solving ability. Therefore, the null hypothesis (no.2) that states there is

no significant difference in the problem-solving ability with reference to gender is rejected. A comparison of the mean score of the students denotes that the male students had higher problem-solving ability than female students.

Objective no.5: To find out the relationship between emotional intelligence and problem-solving ability of college students

To find out the relationship between emotional intelligence and problem-solving ability of college students of Mizoram, The Pearson Product Moment Correlation Method was adopted to determine the relationship between these variables under study.

Table No. 5 Correlation between Emotional Intelligence and Problem-Solving Ability

Independent Variables		N	df	r	P - value	Sig
Emotional Intelligence	Problem Solving Ability	800	798	.022	$p > 0.01$	NS

Table No. 5 reveals that there exists a small correlation between emotional intelligence and problem-solving ability. However, the correlation was quite small and almost negligible and therefore was found to be not significant ($r = .022$, $p > 0.01$).

DISCUSSION ON THE FINDINGS RELATED TO EMOTIONAL INTELLIGENCE AND PROBLEM SOLVING ABILITY

Discussion: The sample students for the present study were young adult's ages between 18 to 23 years of age. College level education is where students are prone to experience stress, anxiety, eating disorders, and depression. Due to overload of studies, continuing test after test, being unable to submit assignments on time, need to prepare for the presentation, financial problems, relationship problems, etc. During this period, it is essential to have a healthy emotional intelligence, because people with high E.I. cope better when times are tough and situations are stressful. The finding that most of the respondents had an average emotional intelligence may be because of the fact that many Mizo youth had little emotional self-awareness.

At the same time, Mizo society promotes socialization, and many children often experience relationship management or interpersonal skills from a very early age from the local community, local NGOs, and the local church. Socially aware young people are able to relate to several different kinds of people, listen attentively, and communicate effectively. However, young adults' participation in the community becomes less and less as compared to years past, because students found themselves to give more attention and effort to their studies, social aims become less imperative than individual aims.

It was found that a large number of college students in Mizoram had an average problem-solving ability skill. Personnel problem-solving involves a suitable plan that can be used in a meaningful manner in several situations when dealing with stress, worry, and tension. Many undergraduate learners were largely dependent financially on their parents. This could result in having less responsibility in responding to problems because they count on their parents or elderly members in the family. This may hinder them from having the high problem-solving ability.

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