



A STUDY OF EMOTIONAL INTELLIGENCE OF FEMALE STUDENTS OF COMMERCE AND SCIENCE STREAM IN COLLEGES OF HARIDWAR DISTRICT

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Abstract

The present study examines the emotional intelligence of female undergraduate students belonging to Commerce and Science streams in colleges of Haridwar district. The main objective of the research was to study and compare the emotional intelligence of commerce and science female students.

The survey method of research was used. A sample of 120 female students was selected, including 60 students from the commerce and 60 from the Science stream. Emotional intelligence was measured using the standardized Emotional Intelligence Inventory developed by Dr. S. K. Mangal.

The collected data were analyzed using mean, standard deviation, percentage analysis, and t-test. The findings revealed that Science stream students showed a higher level of emotional intelligence compared to commerce stream students. The results also indicate that modern science education is increasingly emphasizing human and emotional aspects, which is reflected in the emotional development of students.

Keywords: Emotional Intelligence, commerce Stream Students, Science Stream Students

Introduction

Emotion refers to a specific form of behavior that produces physiological arousal in the body. Every emotion carries an underlying feeling, which may be pleasant or unpleasant. Positive emotions help an individual in adjustment and contribute to a balanced personality, while negative emotions lead to maladjustment and hinder effective personality development.

When emotions arise, individuals use their knowledge, skills, and judgment not only to control emotions but also to adjust themselves in difficult situations. Emotional intelligence refers to the ability of a person to understand and manage their own emotions as well as the emotions of others.

Emotions play a crucial role in shaping a child's character and personality. Healthy emotional development leads to the formation of stable interests and positive attitudes. Knowledge of students' interests and abilities helps teachers in developing an effective curriculum.



In the present technological age, people are becoming emotionally distant due to excessive use of mobile phones and the internet. Therefore, developing emotional intelligence among students is essential to help them understand others' emotions and maintain emotional control.

Emotional Development During Adolescence

According to Cole and Bruce, the most important sign of adolescence is rapid emotional change. During this stage, emotions such as love, sympathy, anger, fear, jealousy, and curiosity become intense and more permanent.

Major Emotional Traits of Adolescents

Anger: Often caused by criticism, ridicule, restrictions, or unfair punishment. Adolescents express anger through verbal aggression and mockery.

Fear: Though adolescents claim fearlessness, they often fear unfamiliar social situations.

Jealousy: Arises from insecurity and is expressed through sarcasm or criticism.

Love and Affection: A deep and influential emotion that shapes interpersonal relationships.

Curiosity: Adolescents show curiosity toward new subjects, relationships, and experiences.

These emotions become stronger during adolescence and are influenced by various biological, psychological, and social factors.

Need and Importance of the Study

In present times, increasing frustration among students is leading to stress, anger, and aggressive behavior. Emotional intelligence helps students manage frustration and reduce emotional breakdown.

Undergraduate students are in a transitional stage from adolescence to adulthood. During this period, rapid physical, mental, and emotional changes occur. Proper emotional guidance and education at this stage can promote balanced personality development and reduce emotional instability.

Review of Literature

Warne (1996) conducted a study on emotional intelligence and social skills. The findings revealed that success in life is possible only when an individual possesses emotional intelligence and social skills in addition to intellectual intelligence (IQ). The study emphasized that a person's success largely depends on their level of emotional intelligence. It further indicated that greater cognitive ability contributes to higher success, particularly when supported by strong emotional and social skills.

Jarl (2001) examined the relationship between emotional intelligence and family environment among ninth-grade students. The results showed that children with high emotional intelligence experienced greater rewards and demonstrated stronger leadership skills within their families compared to those with low emotional intelligence. A negative



correlation was found between emotional intelligence and factors such as family conflict, tension, and revengeful attitudes. Additionally, the study revealed that children from low-income families had a lower ability to understand emotions.

Singal and Rishiraj (2008) conducted a study to examine the correlation between general intelligence (IQ) and emotional intelligence (EQ) among B.Ed. trainees. The sample consisted of 200 trainees selected from B.Ed. colleges in the Alwar district of Rajasthan. The Emotional Intelligence Test developed by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar was used as the research instrument. The findings indicated that there was no significant correlation between emotional intelligence and general intelligence among B.Ed. trainees.

Jaiswal and Shukla (2009) investigated the impact of emotional intelligence on the scientific creativity of senior secondary school students. The study aimed to examine the influence of ten dimensions of emotional intelligence, including self-awareness, emotional stability, relationship management, unity, self-motivation, self-realization, developmental values, altruism, and commitment, on students' scientific creativity. A sample of 200 students was selected through random sampling. The findings revealed that emotional intelligence and its major dimensions significantly influenced scientific creativity. Emotional intelligence was found to enhance intuition and curiosity, which are essential for future planning and implementation.

Yadav Gayatri (2009) studied the effect of emotional intelligence on social skills and health. The sample comprised 400 participants. Emotional intelligence was measured using the Mangal Emotional Intelligence Inventory developed by Dr. S. K. Mangal and Shubhra Mangal (2004). The findings showed a generally positive correlation between components of emotional intelligence and social skills. Additionally, different components of emotional intelligence were found to be associated with health in varying ways.

Lather (2009) examined the impact of emotional intelligence on social imitation among high school students. The primary objective was to study the relationship between emotional intelligence and social imitation skills. The sample included 1,000 students from CBSE Board schools in Haryana State, selected through purposive sampling. Emotional intelligence was measured using the Emotional Intelligence Scale (Sharma, 2011). The results indicated that emotional intelligence had a positive impact on social imitation skills.

Statement of the Problem

A Study of Emotional Intelligence of Female Students of Commerce and Science Stream in Colleges of Haridwar Distric

Objectives of the Study

- To study the emotional intelligence of B.Com. female students.



- To study the emotional intelligence of B.Sc. female students.
- To compare the emotional intelligence of Commerce and Science stream female students.

Hypothesis

There is no significant difference in the mean emotional intelligence of B.Com. and B.Sc. female students of colleges in Haridwar district.

Research Methodology

Methodology

The most appropriate method for the present study is descriptive. So researcher used the survey method for the present study.

POPULATION

In this study, the population is consists of those students who are studying in colleges of Haridwar District.

Sample and Sampling Technique

For sample the present study, researcher selected 8 colleges from the Haridwar District, by using the lottery method of random sampling technique. From selected 08 colleges, 14-16 students were selected from each school. Therefore total no of 120 students consists as a sample of present study. Outof 120, 60 students were taken from the b.com and 60 from science stream.

Research Tool

The Emotional Intelligence Inventory developed by Dr. S. K. Mangal was used.

Statistical Technique Used

In the present study following Statistical Techniques were used

- Mean
- Standard Deviation (SD)
- t-test

Analysis and Interpretation of Data

Distribution of Emotional Intelligence Levels

Level of Emotional Intelligence	B.Com Student Score	B.Sc Student Score
Very high	0	0
High	0	0
Above average	11	22
Average	37	29
Below average	10	8
Low	02	01
Very low	0	0



Above table showed that no student was found in very high and high level of emotional intelligence While the percentage of commerce students with above average emotional intelligence was 18.33 percent, the percentage of science students was 36.6% . Under commerce stream, 61.66 percent students were found to have average level of emotional intelligence and 16.66 percent students were found to have below average level of emotional intelligence and 3.33 percent students were found to have low level of emotional intelligence whereas under science stream, 48.33 percent students were found to have average level of emotional intelligence and 13.33 percent students were found to have below average level of emotional intelligence and 1.66 percent students were found to have low level of emotional intelligence.

H01- There is no significant difference in the mean emotional intelligence of B.Com. and B.Sc. female students of colleges in Haridwar distric.

Table – 1 Showing the Mean, SD and ‘t’ score of B.Com. and B.Sc. female students of colleges in Haridwar distric.

Grpups	N	Mean	SD	df	t	Level of sig.
B.Com	60	43.00	5.51	118	2.35	Sign. at 0.05
B.Sc	60	45.44	4.84			

The table no-1 showing that the mean score of the B.Com female student is 43.00 and mean score of B.Sc female student is 45.44, and the SD score of B.Com female student is 5.51, and the SD score of B.Sc female student is 4.84. Our calculated value of the ‘t’ ratio was found 2.35. Our calculated t’ value is greater than to given table value. It can be interpreted that there exists a significant difference between the emotional intelligence of B.Com female and B.Sc female college students Hence, the null hypothesis is rejected. This indicates a significant difference in emotional intelligence between B.Com and Science female students, with Science students showing higher emotional intelligence.

Conclusion

The study concludes that female undergraduate students of the Science stream possess higher emotional intelligence than those of the B.Com stream. The findings suggest that the increasing focus on human and emotional aspects in science education positively influences students’ emotional development.

Developing emotional intelligence among undergraduate students is essential for improving emotional control, social adjustment, and overall personality development.

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