



A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE OF UNDERGRADUATE STUDENTS

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Abstract

One of the most talked about and important trait of human personality is Emotional Intelligence. Now-a-days, individuals are assessed for their Emotional Quotient along with the Intelligence Quotient. It assumes importance for all, including infants, adolescents and adults. The students who are studying in undergraduate classes are mostly in their late adolescence. This is the age when there is a strong appearance of different emotions. Young students need to know how to be more aware of the emotions, how to handle situations involving emotional changes and how emotions decide the success or failure of life. Choice of a study field also influences the emotional intelligence of the student. This paper tries to find out the differences in EI scores of students studying in different study fields of undergraduate courses.

Key Words: *Comparative, Emotional Intelligence, Undergraduate Students.*

Introduction

In everyday life, emotions play a very important role in deciding the behavior of human beings and how they react in various situations. The capacity of recognizing our own feelings and those of the others, for motivating ourselves, and for managing emotions well in ourselves

and in our relationships assumes great importance in our lives. The ability to monitor feelings from moment to moment is crucial for psychological insight and self-understanding (Sowmya & Betsur, 2010). One can develop required skills using general intelligence so as to bring success in life. Positive emotions provide quality to life and help to manage emotional problems and disturbances. Through emotional intelligence, one can become more successful in life as compared to individuals who gain solely, high levels of intellectual intelligence [Goleman, 1998]. An emotionally stable person can deal with problems more effectively than an emotionally disturbed person. Emotions can be shown in different ways or feelings. Emotional characteristics like self-confidence and empathy differ from other cognitive abilities because they are drawn on different brain areas. Different kinds of personalities are developed through utilization of different emotions.

Whether and to what extent EI can be developed for those already in young adulthood and attending college is unclear, as most of the research done to date has focused on children's emotional development (Denham, 1998 & Saarni, 1999) or the emotional development of adults in the work setting (Goleman, 1998). EQ is an essential preventive solution for today's various problems, which centers on ego system of individuals (Dwivedi, 2011).

A well-educated man is able to meet the conflicting challenges and tide over all the difficulties, which confront him in day-to-day living (Gupta, 2011). It is the way in which we show our emotions in front of anyone which matters in developing a particular type of personality. Expressing emotions helps a person to deal effectively with different situations in day to day life. Poor emotional development and emotional instability could be due to frequent subjection to conditions of stress, discomfort and anxiety. EI helps to focus on the ability by itself and for others. According to some researchers the characteristics such as assertiveness and self-regard should be considered part of EI because both involve emotion and intelligence to some extent. Similarly all mental activities ranging from color perception to self-insight involve emotion and intelligence. This is because emotion and intelligence are active throughout most of one's mental processes that can be highly interconnected. Emotional Intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them (Sharma et. al., 2012).

Human beings are full of emotions and the teacher who knows how to use it will have dedicated learners (Negi, 2011). Emotional intelligence equips them with emotional competencies necessary for teamwork (Kukreti & Balodi, 2011). It has been believed that success in any endeavor depends on one's level of intelligence or intelligence quotient (IQ) as reflected in academic achievement, examinations passed, marks obtained etc. or in other words, doing well in studies. The systematic study of emotional intelligence is often rooted to the early 1990s, when articles suggested the existence of an unrecognized but important human mental ability to reason about emotions and to use emotions to enhance thought.

Intelligence is related with memory and problem solving skill. A person having good intelligence can adjust well in different situations and can solve problems related with daily life to create healthy environment. Emotions are related to intelligence in many ways like to handle

different situations in everyday life with friends, family etc. Thus Intelligence helps in developing problem solving ability in the individual. Emotional intelligence is a topic of growing interest in organizations and research. Modern technology and globalization has led the human race into a zooming life where the risks involved are high. EI is very different from mental processes that involve a primary focus on a particular area of problem solving. Emotional intelligence is a topic of growing interest in organizations and research. Modern technology and globalization has led the human race into a zooming life where the risks involved are high. Most people in educational institutions and organizations today undergo motions of crumbling trust, jarring uncertainty, stifled creativity, distance between teachers and students, managers and co-workers, and disappearing loyalty, feeling of oneness and commitment (Murphy, 2006). When students fail, it is not because they don't have the intelligence to do course work in college, but more often because they lack basic skills related to Emotional Intelligence. They become overly critical of themselves, or blame others for their failure. Emotional intelligence calls for recognizing and understanding of these issues in colleges and organizations.

Significance of the study

Emotional intelligence has received much attention as a factor that is useful in understanding and predicting an individual's performance at work, at home, at school etc. (Kaur, 2010). A teacher teaches the entire class at an average level. The students of a class show variable performance even though they are taught by the same method and in the same environment. This is primarily due to a wide range of individual differences occurring among children in the classroom. They have different attitudes, aptitudes, interests and abilities. A teacher has to control these factors in order to achieve a satisfactory average performance.

The popularity of emotional intelligence during the past decade has led researchers to examine its potency in various areas of human functioning (Narain, S., Lakshmi, V., 2010). One of the very strong factors that affect the academic performance of an adolescent is – Emotions. They play a vital role in deciding the mental build up of the young adults. Now-a-days, this is called the age of storm and stress where the adolescents undergo rapid changes in emotions. Prolonged stress can decrease the efficiency of the child. Stress in adolescents is very common. These changes can create imbalance in thought process and can have negative effect on the performance of the child in classroom.

The variation of Emotional Quotient with Intelligence Quotient is an important aspect to be studied in case of adolescents. How and when these emotions show their effect on the overall development of the child is an important question. There is a need to study this relationship of emotional intelligence with the general life of the student. This study might highlight the factors which have to be controlled in order to achieve best performance. Keeping the above in view, the researchers decided to study the emotional intelligence of the undergraduate students.

Methodology

The present study was conducted using a quantitative survey research design. A survey design was considered to be the most appropriate design as the research aimed to draw statistical inferences about a large sample that is representative of the intended population, which

would be difficult to attain with the use of any other design.

The tool was administered on the selected sample. Then, the filled questionnaires were collected personally. After that, the questionnaires were scored according to the scoring method give in manual. The total score gives the emotional intelligence score of the respondents.

Population: The population for the study consists of the students studying in undergraduate courses of Kurukshetra University, Kurukshetra, Haryana in three streams namely Science, Commerce and Arts.

Sample: The experimental sample consists of 150 students of Science, Commerce and Arts streams of undergraduate courses of colleges affiliated to Kurukshetra University, Kurukshetra, Haryana. 50 students were randomly selected from Science stream, Arts stream & Commerce stream. Out of 150 students, 75 were male and 75 were female. Out of 50 students of each stream, 25 are male and 25 are female.

Sampling technique: Stratified random sampling technique was used to draw out sample from the population.

Tool used

The researchers used the following tool for collecting the relevant data concerning the study.

Indian adaptation of Schutte Self-Report Inventory for measuring EI adapted by Saxena & Aggrawal (2009). (Original scale developed by Nicola Schutte et. al. in 1998)

Objectives of the study

- 1) To test the significance of difference between the EI scores of undergraduate students of Science, Commerce and Arts streams.
- 2) To test the significance of difference between the EI scores of male and female undergraduate students.

Hypotheses

- 1) There is no significant difference between the EI scores of undergraduate students of Science, Commerce and Arts streams.
- 2) There is no significant difference between the EI scores of male and female undergraduate students.

Data analysis and interpretation

The collected data was analyzed for testing the significance of difference between the overall emotional intelligence scores of the under graduate students of Science, Commerce and Arts streams. The following tables were obtained:

TABLE: 1
Showing the Mean Emotional Intelligence Scores of Science, Commerce and Arts Undergraduate Students

STREAM	N	MEAN EI SCORE
Science	50	124.78
Commerce	50	118.56
Arts	50	115.64

The following tables show the significance of difference between the streams using t-test:

TABLE: 2
Showing the Significance of Difference between the Mean Emotional Intelligence Scores of Arts and Commerce Stream Students

Stream	N	Mean	Std. Deviation	t-value
Arts	50	115.64	11.69	1.03*
Commerce	50	118.56	16.23	

**Not Significant*

The calculated value of 't' is less than the table value at 0.05 level of confidence. Therefore, there is no significant difference between the emotional intelligence scores of arts and commerce stream students.

The mean score of Arts students was lesser than the commerce students. The commerce students tend to utilize their emotions in a better way and show better social skills than the arts students. However, this difference in means is not statistically significant.

TABLE: 3
Showing the Significance of Difference between the Mean Emotional Intelligence Scores of Commerce and Science Stream Students

Stream	N	Mean	Std. Deviation	t-value
Commerce	50	118.56	16.23	2.42*
Science	50	124.78	8.19	

**significant at 0.05 level*

The calculated value 't' is more than the table value at 0.05 level of confidence. So there is significant difference between the emotional intelligence of commerce and science students. However, the calculated value is less than the table value at 0.01 level of confidence. So, the difference is not significant at 0.01 level.

The mean score of science students is more than commerce students. This shows that they tend to show better control over and knowledge of emotions as compared to commerce students. Science students tend to be more confident and show better emotional behavior than commerce students.

TABLE: 4
Showing the Significance of Difference between the Mean Emotional Intelligence Scores of Arts and Science Stream Students

Stream	N	Mean	Std. Deviation	t-value
Arts	50	115.64	11.69	4.54*
Science	50	124.78	8.19	

**significant at 0.01 level*

The calculated value of 't' is more than table value at 0.01 level of confidence. So, there is significant difference between overall emotional intelligence of arts and science students.

The mean value of science students is significantly greater than arts students. This shows that science students are more confident and more socially adjustable than arts students. This can be attributed to the fact that the science students show a better logical frame of mind and accept things after verifying. They are more practical and show better emotional stability than their arts counterparts.

TABLE: 5
Showing the Significance of Difference between the Mean Emotional Intelligence Scores of Male and Female Students

Gender	N	Mean	Std. Deviation	t-value
Male	75	115.83	12.756	3.70*
Female	75	123.49	12.602	

**significant at 0.01 level of confidence*

The calculated value of 't' is greater than table value at 0.01 level of confidence. So, there is significant difference between the overall emotional intelligence of males and females.

The mean score of emotional intelligence of the female undergraduate students came out to be higher than male students. The obtained results are in line with the findings of studies reported by Bhosle (1999), King (1999), Sutarso (1999), Wing & Love (2001) and Singh (2002). They all found females to have higher emotional intelligence than that of males. The probable reason for the present findings might be due to the fact that emotional intelligence primarily deals with managing and expressing one's emotions and handling relationships. Since females

tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence ought to be higher than that of males.

Conclusion

This study has contributed data about emotion-related personality differences across students studying in different streams and they differ in different aspects (Saxena & Aggarwal, 2011). Such knowledge has the potential to help career counseling and student assessment in a better way. Establishing EI based results across various streams can help achieve more balance between the personality of students and their chosen academic stream. This balance facilitates academic achievement and successful professional development. Assessment of emotional intelligence may also contribute to the development of self-reflection and enhanced awareness of one's personality. Knowledge of EI profile can help students make life decisions that are consistent with their overall personality traits. Such decisions can be taken in the context of academic study, extracurricular activities or personal relationships and may ultimately have a positive impact on one's life satisfaction.

It should be realized that the ability to manage the emotions is one of important elements in determining the success of individual's life. In the field of education, emotional intelligence has a large implication especially in ensuring the students' ability to compete in their life and also their self development. At the end we can say that the findings of this research study will prove beneficial for educators, parents, counselors etc. for providing better knowledge about this vital component of success and its important predictors. An understanding of emotions and its relation to career success can provide useful hints regarding the steps necessary to make the youth emotionally mature irrespective of the stream they undertake for study.

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