



EMOTIONAL INTELLIGENCE IN STUDENTS PURSUING ENGINEERING COURSES: A CASE STUDY

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Abstract

Emotional intelligence includes emotional competence, emotional maturity and, emotional sensitivity. These psychological dimensions motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior. The emotional make-up of an individual is the product of ones' learning experiences. We learn emotional intelligence through the social learning process through role models. Our education system lays stress on intelligence quotient (IQ) and not on emotional quotient (EQ). We are expected to learn EQ from our parents, peer groups or other role models. No formal education or knowledge is imparted to teach these concepts, abilities or competencies. In developing societies there is a strong belief that intelligence is to do with thinking, analyzing, remembering, comparing, applying, and appearing for exams, obtaining high scores, etc.etc. It is argued that these qualities lead the individual to get top positions and lucrative pay packages. People work hard to develop their IQ but ignore their EQ. With the passage of time it has been realized that emotional factors are equally important as academic factors, as these would enable an individual to handle life on their own terms. It has been seen that students who are very intelligent excel in normal class room learning, but at workplace they are not successful. Emotional intelligence plays an important role in everyone's life. The present study is an effort to understand the level of emotional intelligence of students pursuing engineering course.

Key Words: *Emotional Intelligence; Intelligence Quotient; Emotional Quotient*

Introduction: It has been believed from times memorable that success in life depends on your level of intelligence or Intelligence Quotient (IQ). This is reflected in your academic

achievement, examinations passed, marks obtained, and so on and so forth. To put it in other words, it means your intellectual credentials consist of: doing well in school, holding an engineering degree or even an advanced computer degree, obtaining high scores in an IQ test. All these are examples of intelligence of academic nature. But how smart you are outside the classroom, or are faced with life's difficult situations, is a real test. Here you need to have a different kind of resourcefulness or the ability to cope with unusual problems. You need emotional intelligence or emotional quotient (EQ) which is a different way of being smart.

In our daily life we have seen that the smartest people are not always the wealthiest; some people are instantly liked while being introduced; some people are distrusted; some are sympathetic and caring, and have a rich and fulfilling emotional life; some people with less academic achievement lead a fulfilling life, where as people with high IQ build their own life while others around them are despondent. We all know someone who is incredibly bright, yet cannot seem to pull their life together, the brilliant student who flunks out of University, or the incredibly intelligent worker who can't seem to get ahead in their company. We know from our familiarity with them that they have a good to superior intelligence level, but that doesn't seem to be enough to ensure success. At the same time we can probably describe in some form why we feel these people have not been successful. Our descriptions would include certain traits or behaviours that have nothing to do with intelligence.

Emotional Intelligence: The study of emotional intelligence has its roots in the work of Darwin, who said that emotional expression was essential for survival. But what do we mean when we talk about emotional intelligence. Emotional Intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills: emotional awareness, including the ability to identify your own emotions and those of others; the ability to harness emotions and apply them to tasks like thinking and problems solving; the ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer-up or calm down another person. Emotional intelligence involves a combination of competencies which allow a person to be aware of, to understand, and to be in control of their own emotions, to recognize and understand the emotions of others, and to use this knowledge to foster their success and the success of others. When they wield this kind of tool, they can overcome the kinds of emotional obstacles that tend to stop us all. They can understand why others feel the way that they feel and why they are doing, and use that knowledge to help others

Self-Awareness: Knowing how we feel in the moment and using our gut feelings to help drive decision making; having a realistic understanding of our own abilities and a strong sense of self-confidence; Emotional Self-Awareness; Accurate Self-Assessment; and Self-Confidence.

- **Self-Management:** Handling our own emotions so that they don't interfere but facilitate; having the ability to delay gratification in pursuit of a goal; recovering well from emotional distress; translating our deepest, truest preferences into action in order to improve and succeed; Self-Control; Trustworthiness; Conscientiousness; Adaptability; Achievement Orientation; and Initiative .

- **Social Awareness:** Sensing what others are feeling; being able to understand situations from others' perspective; cultivating relationships with a diverse range of people; Empathy; Organizational Awareness; and Service Orientation.

- **Social Skills:** Handling emotions in respect to relationships with other people; able to read the intricacies of social interactions; able to interact in social situations well; able to use this skill set to influence, persuade, negotiate, and lead; Influence; Leadership ; Developing Others; Communication; Change Catalyst ;Conflict Management ;Building Bonds ;Teamwork and Collaboration.

Empirical evidences: Salovey & Mayers (1990) coined the term Emotional Intelligence and described it as “a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use their information to guide one's thinking and action”. Seligman (1995) found Optimism is a skill that can be taught. Optimists are more motivated, more successful, have higher levels of achievement, plus significantly better physical and mental health. Goleman (1998) defines emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ”. He calls his model of emotional intelligence as “theory of performance”. Sehgal (1999) explored the relationship between emotional quotient (EQ), intelligence, psychological well being and Eysenk's personality dimensions of adolescents. She concluded that the concept of EQ can go a long way in being used as an index of well-being and mental health, and suggested that this dimension potentially makes for successful and psychologically and mentally healthy individuals. Boyatzis et. Al. (2000) have described a model

of emotional intelligence competencies that reflects four domains i.e. self-awareness, self-management, social awareness and, relationship management. Darolia & Darolia (2005) studied the role of emotional intelligence in coping with stress and emotional control behavior. The study found that in the realm of stress and its coping, particularly managing emotions, empathy, and handling relationship is likely to boost effective coping. The findings have proved that emotional intelligence helps in coping with stressful situations. Sitaram (2005) study on adolescents has a positive relation between emotional intelligence, intelligence and also with adjustment. It was found that individuals who can adjust themselves better and who have good intelligence quotient, will be in a better position to cope with stress, get along with others, and enjoy their lives. They are found to be less impulsiveness and more successful problem solvers and adapters. These emotional and personal aspects can significantly help to optimize academic potential, interpersonal relationships, and ultimately life success. Personality theories of Hans Eysenck, Alfred Adler, Carl Jung, B.F. Skinner, Gordon Allport, Sigmund Freud, Abraham Maslow and other legends in the field, have concluded that “personality consists of those permanent and semi-permanent modes of behavior which characterize an individual and make him and her different from other people”. These individual differences are called ‘traits’. The relationship between traits gives rise to the higher concept of personality types like ‘extroversion and introversion’ and the other dimension is ‘emotionality and stability’. These psychologists have stated that ‘emotions’ are an integral part of personality and so is intelligence.

Objectives of the Study:

1. To study the Emotional Intelligence level of Female Engineering’s Students of Panjab University, Chandigarh.
2. To study the Emotional Intelligence level of Male Engineering’s students of Panjab University, Chandigarh.

Methodology

The present research involved the study of various aspects of Emotional Intelligence which were measured by using a standardized tool. A sample of total 40 students pursuing from engineering course from Punjab University, Chandigarh were taken. Around 20 males and 20 females students were taken as respondents. The data for the study was collected by seeking responses on Emotional Intelligence Scale of Hyde, A., S. Pethe & U. Dhar (2002). The Questionnaire consists of total 34 items, which are further divided into 10 factors as: Self-Awareness; Empathy;

Self-motivation; Emotional stability; Managing relations; Integrity ; Self-development; Value orientation; Commitment and; Altruistic behavior . All the 34 items in the questionnaire have five types of responses: Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The scoring has been done in such a manner that ‘strongly agree’ gets higher score i.e. 5; ‘agree’ gets 4; ‘uncertain’ gets 3; ‘disagree’ gets 2 and; ‘strongly disagree’ gets 1 score. This study is limited to the students pursuing engineering course in Panjab University, Chandigarh only, from where the sample of 40 students (20 males and 20 females) have been taken for research purposes.

Analysis and Interpretation of Results: Emotional Intelligence Scale has been divided into 10 factors which helps to identify emotional intelligence level. The description and analysis of the data acquired on these 10 factors is presented in the following tables here with.

Factor-1: Self-awareness

Table- (I-a): Self-awareness among male students (in %ages)

	High	Average	Low	Total
Male	90	10	0	100

Table- (i-a) shows that 90% of male students have high Self-awareness. They do not care about criticism and continue to do what they believe in. Also they have clear priorities and self-confidence. In addition, they have built friendly relations with their work associates and maintained it very well. Also the 10% of male students have average level of Self-awareness.

Table-(I-b): Self-awareness among female students (in %ages)

	High	Average	Low	Total
Female	50	50	0	100

From the Table-(i-b) it is observed that 50% of female students have high Self-awareness. They do not care about criticism and continue to do what they believe in. Also they have clear priorities and self-confidence. In addition, they have built friendly relations with their work associates and maintained it very well. Also the 50% of female students have average level of Self-awareness.

Factor-2: Empathy

Table-(ii-a): Empathy among male students (in %ages)

	High	Average	Low	Total
Male	65	35	0	100

It has been found out from Table-(ii-a) that 65% of male students have high level of understanding of feelings of the other person i.e. they pay attention to the worries and concerns

of the others. They have good listening skills and patience and always try to see the other person's point of view. Also they stay focused under pressure and able to handle multiple demands. The 35% of male students have average level of empathy.

Table (ii-b) : Empathy among female students (in %ages)

	High	Average	Low	Total
Female	50	40	10	100

The data shown in Table (ii-b) explains that 50% of female students have high level of understanding of feelings of the other persons i.e. they pay attention to the worries and concerns of others. They have good listening skills and patience and always try to see the other person's point of view. Also they stay focused under pressure and able to handle multiple demands. The 40% of female students have average level of empathy. However, there are 10% of female students have lowest level of understanding of feeling of the other person i.e. they do not pay attention to the worries and concerns of others. They have bad listening skills and less patience and never try to see the other person's point of view. Also they become stressed under pressure and have no ability to handle multiple demands.

Factor-3:Self-motivation

Table-(iii-a): Self-motivation among male students (in %ages)

	High	Average	Low	Total
Male	80	20	0	100

Responses collected regarding Self-motivation on Table-(iii-a) shows that 80% of male students are highly self-motivated i.e. they inspire others and are able to make intelligent decisions using a healthy balance of emotions and reason. They have ability to assess the situation and then behave accordingly. They focus on tasks at hand inspite of disturbances. They can also control their emotions and feelings and believe happiness is just an attitude. However, there are 20% male students, who have average level of Self-motivation.

Table-(iii-b): Self-motivation among female students (in %ages)

	High	Average	Low	Total
Female	50	50	0	100

In the case of female students, as seen in Table-(iii-b), around 50% of them are highly self-motivated i.e. they inspire others and are able to make intelligent decisions using a healthy balance of emotions and reason. They have ability to assess the situation and then behave accordingly. They focus on tasks at hand inspire of disturbances. They can also control their

emotions and feelings and believe happiness is just an attitude. However, there are 50% female students, who have average level of Self-motivation.

Factor-4: Emotional Stability

Table-(IV-a): Emotional Stability among male students (in %ages)

	High	Average	Low	Total
Male	80	20	0	100

Table-(iv-a) shows that 80% of male students possess high level of emotional stability i.e. they do not mix unnecessary emotions with issues at hand and remain focused in both good and bad situations. They are always receptive to novel ideas and new information. They are also persistent in pursuing goals despite obstacles and setbacks. However, there are 20% male students, who have average level of emotional stability.

Table-(iv-b): Emotional Stability among female students (in %ages)

	High	Average	Low	Total
Female	25	70	5	100

From Table-(iv-b) we found out that 25% of female students possess high level of emotional stability i.e. they do not mix unnecessary emotions with issues at hand and remain focused in both good and bad situations. They always receptive to novel ideas and new information. They are also persistent in pursuing goals despite obstacles and setbacks. However, there are 70% female students, who have average level of emotional stability. However 5% of female students possess lower level of emotional stability i.e. they mix unnecessary emotions with issues at hand and cannot stay focused in both good and bad situations. They always remain introvert to novel ideas and new information. They are not persistent in pursuing goals despite obstacles and setbacks.

Factor-5: Managing relations

Table-(v-a): Managing relations among male students (in %ages)

	High	Average	Low	Total
Male	45	55	0	100

We conclude from Table-(v-a) that 45% male students have high level of capability in measuring relations i.e. they can encourage others even in unfavorable situations and are not dependent on others' encouragement to do their work. They are friendly and outgoing students, who enjoy with their friends. They always look at the bright side of any situation. There are also 55% male students, who have average level of capability to manage relations.

Table-(v-b): Managing relations among female students (in %ages)

	High	Average	Low	Total
Female	55	45	0	100

Also, Table-(v-b) shows that 55% female students have high level capability in measuring relations i.e. they can encourage others even in unfavorable situations and are not dependent on others' encouragement to do their work. They are friendly and outgoing students, who enjoy with their friends. They always look at the bright side of any situation. There are also 45% female students, who have average level of capability to manage relations.

Factor-6: Integrity

Table-(VI-a): Integrity among male students (in %ages)

	High	Average	Low	Total
Male	80	20	0	100

Table-(vi-a) reflects that 80% male students have high level of integration of emotions and thoughts i.e. they are aware of their strengths and weaknesses and they always keep on pursuing their goals. They stand for their beliefs. There are 20% male students who have average level of integration of emotions and thoughts.

Table-(vi-b): Integrity among female students (in %ages)

	High	Average	Low	Total
Female	50	50	0	100

As seen in Table-(vi-b) we conclude that 50% female students have high level of integration of emotions and thoughts i.e. they are aware of their strengths and weaknesses and they always keep on pursuing their goals. They stand for their beliefs. There are 50% female students who have average level of integration of emotions and thoughts.

Factor-7: Self-development

Table-(vii-a): Self-development among male students (in %ages)

	High	Average	Low	Total
Male	65	35	0	100

Responses regarding Self-development appear in Table-(vii-a). It shows that 65% male students have high knowledge to develop themselves i.e. they can identify and separate their emotions. They always feel the need of self-development even when they do not require. There are also 35% male students, who have average level of knowledge to develop themselves.

Table-(vii-b): Self-development among female students (in %ages)

	High	Average	Low	Total
Female	55	45	0	100

Responses regarding Self-development in Table-(vii-b) show that 55% female students have high knowledge to develop themselves i.e. they can identify and separate their emotions. They always feel the need of self-development even when do not require. There are also 45% female students who have average level of knowledge to develop themselves.

Factor-8: Value orientation

Table-(viii-a): Value orientation among male students (in %ages)

	High	Average	Low	Total
Male	55	45	0	100

Data shown in Table-(viii-a) explains that 55% male students are highly value oriented i.e. they always try to maintain standards of honesty and integrity. They even strongly confront unethical actions of others. There are also 45% male students who are averagely value oriented.

Table-(viii-b): Value orientation among female students (in %ages)

	High	Average	Low	Total
Female	40	60	0	100

Table-(viii-b) shows that 40% female students are highly value oriented i.e. they always try to maintain standards of honesty and integrity. They even strongly confront unethical actions of others. There are also 60% female students, who are averagely value oriented.

Factor-9: Commitment

Table-(ix-a): Commitment among male students (in %ages)

	High	Average	Low	Total
Male	90	10	0	100

In case of male students, as shown in Table-(ix-a), 90% of them are very conscious about their commitment i.e. they always keep their promises and commitments. They are very organized and careful in their work. There are also 10% male students who are also conscious but not that much committed towards their promises.

Table-(ix-b): Commitment among female students (in %ages)

	High	Average	Low	Total
Female	55	45	0	100

From Table-(ix-b) we conclude that 55% female students are very conscious about their commitment i.e. they always keep their promises and commitments. They are very organized and careful in their work. There are also 45% female students, who are also conscious but not that much committed towards their promises.

Factor-10: Altruistic behavior:

Table-(x-a): Altruistic behavior among male students (in %ages)

	High	Average	Low	Total
Male	55	45	0	100

Table-(x-a) verifies that 55% male students very often show altruistic behavior i.e. they always encourage people to take initiatives. They can also handle conflicts around them. There are also 45% male students, who often show altruistic behavior.

Table-(x-b): Altruistic behavior among female students (in %ages)

	High	Average	Low	Total
Female	65	35	0	100

Table-(x-b) describes that 65% female students very often show altruistic behavior i.e. they always encourage people to take initiatives. They can also handle conflicts around them. There are also 35% female students, who often show altruistic behavior.

The overall findings of the study regarding emotional intelligence of the students pursuing engineering course, have been summed up in the following tables.

Emotional Intelligence

Table-(xi-a): Emotional Intelligence among male students (in %ages)

	High	Average	Low	Total
Male	90	10	0	100

It has been found in Table-(xi-a) that 90% male students have high level of emotional intelligence whereas 10% male students have average level of emotional intelligence.

Table-(xi-b): Emotional Intelligence among female students (in %ages)

	High	Average	Low	Total
Female	60	40	0%	100

Also Table-(xi-b) describes that 60% female students have high level of emotional intelligence whereas 40% female students have average level of emotional intelligence.

Conclusions

Mere storing and understanding information is not called Intelligence. Intelligence includes various aspects. Emotional intelligence is one of them. If we have no emotional balance to act accordingly under certain situations then the general intelligence has no meaning. Emotional

intelligence is the capacity to reason about emotions and emotional information, and of emotions to enhance thought. People with high emotional intelligence can solve a variety of emotion related problems accurately and quickly. One must also know the importance of emotions. The present study has rightly proved the premise. The basic purpose of the study was to check the various ability levels of students. From the results it is revealed that the students can manage their emotions well and also know how to behave in certain situations correctly.

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