EMOTIONAL INTELLIGENCE AMONG PROFESSIONAL

AND NON-PROFESSIONAL STUDENTS.

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Abstract

This studies that Emotional Intelligence among Professional and Non-Professional students. It is hypothesized that Type of Organization, Gender and Nature of Course would significantly influence the Emotional Intelligence of the students. The material used for this study is Emotional Intelligence Scale (EIS) consists of 30 statements. Sample of the study was 240 i.e. Professional and Non-Professional, Male and Female, Private and Government Organization (2x120). Simple random technique was used for this study. The results were analyzed and discussed by using appropriate statistical techniques (Means, SD's, t-test and ANOVA). Results indicate that there is no significant difference among Gender, Nature of Course and type of organization. But we observe the significant difference in Emotional Intelligence when interactions were made.

Keywords: - *Emotional Intelligence, Professional, Non-Professional students, Government and Private Organizations.*

EMOTIONAL INTELLIGENCE:

In the past decade, emotional intelligence has generated an enormous amount of interest both within and outside the field of psychology. The concept has received considerable media attention, and many readers of this article may have already encountered one or more definitions of emotional intelligence. The present discussion, however, focuses on the scientific study of emotional intelligence rather than on popularizations of the concept.

Mayer and Salovey (1997; see also Salovey & Mayer, 1990) proposed a model of emotional intelligence to address a growing need in psychology for a framework to organize the study of individual differences in abilities related to emotion. This theoretical model motivated the creation of the first ability-based tests of emotional intelligence. Although findings remain preliminary, emotional intelligence has been shown to have an effect on important life outcomes such as forming satisfying personal relationships and achieving success at work. Perhaps most importantly, ability-based tests of emotional intelligence reliably measure skills that are relatively distinct from commonly assessed aspects of personality.

THE FOUR-BRANCH MODEL OF EMOTIONAL INTELLIGENCE:

Emotional intelligence brings together the fields of emotions and intelligence by viewing emotions as useful sources of information that help one to make sense of and navigate the social environment. Salovey and Mayer (1990, p. 189) proposed a formal definition of emotional intelligence as ''The ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action.'' Later this definition was refined and broken down into four proposed abilites that are distinct yet related: perceiving, using, understanding, and managing emotions (Mayer & Salovey, 1997). The first branch of emotional intelligence, perceiving emotions, is the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts. It also includes the ability to identify one's own emotions. Perceiving emotions may represent the most basic aspect of emotional intelligence, as it makes all other processing of emotional information possible. The second branch of emotional intelligence, using emotions, is the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. We can illustrate the skills in this branch through a hypothetical scenario. Imagine that you have to complete a difficult and tedious assignment requiring deductive reasoning and attention to detail in a short amount of time; would it be better, as far as completing the task goes, to be in a good mood or in a sad mood? Being in a slightly sad mood helps people conduct careful, methodical work. Conversely, a happy mood can stimulate creative and innovative thinking (e.g., Isen, Johnson, Mertz, & Robinson, 1985). The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand. The third branch of emotional intelligence, understanding emotions, is the ability to comprehend emotion language and to appreciate complicated relationships among emotions.

REVIEW OF LITERATURE:

Nicola S. Schutte *et. al*., (1997) this series of studies describes the development of a measure of emotional intelligence based on the mode1of emotional intelligence developed by Salovey and Mayer [Salovey, P. & Mayer, J. D. (1990). *Emotional intelligence*. Imagination, Cognition and Personality, *9, 185-211.1.* A pool of 62 items represented the different dimensions of the model. A factor analysis of the responses of 346 participants suggested the creation of a33-item scale. Additional studies showed the 33-item measure to have good internal consistency and test retest reliability. Validation studies showed that scores on the 33-item measure (a) correlated with eight of nine theoretically related constructs, including alexithymia, attention to feelings, clarity of feelings, mood repair, optimism and impulse control; (b) predicted first-year college grades; (c) were significantly higher for therapists than for therapy clients or for prisoners; (d) were significantly higher for females than males, consistent with prior findings in studies of emotional skills; (e) were not related to cognitive ability and (f)were associated with the openness to experience trait of the big five personality dimensions

Dr. H. Williford (2000) explores the beginning of a new century, and intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. The Multiple Intelligences theory has been introduced by Howard Gardner (1983), and the Emotional Intelligence theory by Mayer & Salovey (1990) then Goleman (1995). IQ alone is no more the only measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995). The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in 11th grade have a high emotional intelligence level or isn't there any relationship between their achievement and their emotional intelligence? So, the population of this study will be the 11th graders in Montgomery, Alabama. The sample will be 500 11thgraders-- boys and girls-- from public and private schools in Montgomery, Alabama. The sampling will be stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The sample will be given the BarOn Emotional Quotient Inventory (EQ-i) which is the first scientifically developed and validated measure of emotional intelligence. The BarOn EQ-i consists of 133 items and takes approximately 30 minutes to complete. We shall calculate the mean of all the grades each of the 500 students has had for the last semester (this

study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards we shall compare these grades with the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and academic achievement or not, in order for us to be able to accept or reject our hypothesis.

Anand S Godse Nutankumar S Thingujam (2000) studies the relationship between emotional intelligence and conflict resolution styless over and above personality. The sample comprised81 information technology professionals working as software professionals, software engineers, software consultants or professionals for support and maintenance, between 21 and 33 years of age. Participants completed Palmer and Stough's (2000) workplace version of Swinburne University Emotional Intelligence Test, Rahim's Conflict Resolution Styless (1983), and Costa and McCrae's (1992) NEO-Five Factor Inventory. Results indicated that overall emotional intelligence, understanding emotions—external and emotional management were significantly correlated with integrating styles of conflict resolution. Besides, overall emotional intelligence and emotional control were found to be negatively and significantly correlated with avoiding styles of conflict resolution. Finally, the relationship between emotional intelligence and conflict resolution styless was found to be significant over and above personality.

Luke Doweny *et al.,* (2008) examined the relationship between emotional intelligence (EI) and scholastic achievement in Australian adolescents. Two hundred and nine secondary school students (86 males and 123 females) each completed the Adolescent Swinburne University Emotional Intelligence Test (SUEIT) and academic achievement data was collected for all subjects from seven to eleven. Academic success was found to be associated with higher level of total E.I., via assessment of the EI of different academic levels (80th percentile, 20th percentile, and middle groups). Regression analysis also revealed that dimensions of the Adolescent SUEIT differentially predicted secondary school subject grades. Emotional management and control was found to significantly predicts maths ($r^2=0.06$) and science ($r^2=0.04$); the understanding emotions sub-scale significantly predicted scores for Arts ($r^2=0.12$) and Geography ($r^2=0.08$). It was concluded that the development of E.I may offer educators significant opportunities to improve scholastic performance and emotional competencies.

Harald, Aljoscha and Ursula (2008) examined the effects of instruction (TP: typical performance Vs MP: maximum performance) on EMA (emotional management abilities) scores, using within-subjects design (n=151). In addition, the relations of TP-EMA and MP-

EMA to sex, cognitive intelligence, and personality traits, as well as indicators of well being were tested. Results showed not only lower means but also higher reliabilities in TP condition than in the MP condition. While women out performed men in inter-personal EMA in both instruction conditions, men scored higher than women on intrapersonal TP-EMA. As expected, only MP-EMA was significantly correlated with cognitive intelligence. In contrast, TP-EMA showed more overlap with personality and was also substantially related to life satisfaction and depression. Most of the correlations between TP-EMA and predicted outcome measures remained significant when sex, personality (Big five) and cognitive intelligence were controlled for. In sum, the findings provide further evidence of the importance to distinguish between typical and maximum performance in research on emotional intelligence measures and their application.

James Parker *et al.,* (2005) examined the impact of Emotional-Intelligence (E.I) on the successful transition from high school to University. The short form of the Emotional Quotient Inventory (EQ-i) was completed by 1,426 first year students attending four different universities within the first week of classes (September). At the end of the academic year (May), the students cumulative GPA was used to identify two groups of students: academically successful (i.e., GPA of 3.0 or better; n=590) and academically un successful (i.e., GPA of less than 2.0; n=289) students. Results revealed that academically successful students had significantly higher level of several different emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the successful transition from high school to University.

Statement of the Problem:

An attempt is made in the present investigation to study the impact of Gender, Nature of Course and Type of Organization on Emotional Intelligence among Professional and Non-Professional students.

Objectives of the Study:

1. To study whether there are any significant differences between Male and Female students in their Emotional Intelligence.

2. To examine whether there are any significant differences between Professional and Non-Professional students in their Emotional Intelligence.

3. To examine whether there are any significant differences between students studying in Government and Private colleges in their Emotional Intelligence.

In order to realize the above objectives, the following hypotheses are formulated to be tested in the present investigation.

Hypotheses:

1. There would be significant difference between Male and Female students in their Emotional Intelligence.
2. There would be significant difference between Professional and Non-Professional students in their Emotional Intelligence.
3. There would be significant difference between Government and Private College students in their Emotional Intelligence.
4. There would be significant interaction among three independent variables Gender, Nature of Course and Type of Organization with regard to Emotional Intelligence.

Sample of the Study:

Table. I: Distribution of the sample

Institution	Men		Women		Total
	Professional	Non-Professional	Professional	Non-Professional	
Govt.	30	30	30	30	120
Private	30	30	30	30	120
Total	60	60	60	60	240

From among above population 240 students are selected by systematic sampling technique in such a way that they fit into a 2×2× 2 factorial designs. There are 120 Male students and 120 Female students, 120 Professional and 120 Non-Professional students and 120 Government and 120 college students studying in Private colleges their age ranged from 21-25 years. The sample distribution is presented in Table No. 1.

Variables: Independent Variables:

1. Gender
2. Nature of Course
3. Type of Organization

Dependent Variable: Emotional Intelligence

Tool: Emotional Intelligence Scale (ESI):

The Emotional Intelligence of the 240 sample was assessed by using Emotional Intelligence Scale developed by Baron (1997). It consist of 30 statements with 4 response categories namely Strongly Agree, Agree, Disagree and Strongly Disagree numbered 4, 3, 2 and 1 respectively. The minimum and maximum possible scores on the scale are 30 and 120 respectively. Low score indicates low Emotional Intelligence and High score indicates High Emotional Intelligence. The reliability of the instrument was established by test re-test method and it is 0.86 and the validity is 0.92.

Research Design: As there are three independent variables in the study and each variable is varied into two ways a 2×2×2 factorial design was employed.

Statistical Analysis: The obtained data are quantitatively analyzed using descriptive statistics such as Mean, SD and Inferential statistics such as ANOVA and t-test. Where ever necessary and the results are presented in the following pages.

Results and Discussion: The obtained data are quantitatively analyzed to test the hypotheses and the results are presented in the following pages. Table-2 presents the means and SD's of scores on Emotional Intelligence.

Table: 2 Means and SD's of Scores on Emotional Intelligence

	Male		Female	
	Professional	Non-Professional	Professional	Non-Professional
Government	Mean=80.7 SD=8.58	Mean=84 SD=10.44	Mean=82.4 SD=11.11	Mean=81.3 SD=10.51
Private	Mean=84.63 SD=8.31	Mean=79.97 SD=9.11	Mean=87.4 SD=8.92	Mean=86.31 SD=11.19

An observation of table-2 clearly indicates that Female Professional students studying in Private organizations have obtained the highest mean of 87.4 with an SD of 8.92, suggesting that they have high Emotional Intelligence, where as Male Non-Professional students studying in private organizations have obtained, the lowest mean of 79.97 indicating their low Emotional Intelligence. There are mean differences among the 8 groups of subjects in the Emotional Intelligence. The data are further subjected to analysis of variance (ANOVA) and the results are presented in the table-3.

Table: 3 Summary of ANOVA of scores on Emotional Intelligence

Source of Variation	Sum of Square	df	Mean Sum of Square	F - value
Gender	238.00	1	238.00	2.47@
Course	51.33	1	51.33	0.53@
Organization	357.70	1	357.70	3.71@
gender * course	3.50	1	3.50	0.03@
gender * organization	372.50	1	372.50	3.87@
course * organization	246.03	1	246.03	2.55@
gender * course * organization	230.10	1	230.10	2.39@
Wss	22331.10	232	96.25	
Tss	23830.29	239		
Note: * Significant at 0.05 level, @ Not significant				

The F-value of 2.47 for the variable gender is not significant indicating that there are no significant differences between male and female students in their Emotional Intelligence. However, when we consider the means female students have obtained a higher mean of 84.35 suggesting that they have slightly higher level of Emotional Intelligence. When compare to male students (M=82.32) who have lower level of Emotional Intelligence.

F-value of 0.53 for the variable nature of course i.e. professional and non-professional is not significant suggesting that there are no significant differences between professional and non-professional students in their Emotional Intelligence.

F-value of 3.71 for the variable type of organization I.e. government and private organization is not significant. Suggesting that there is no significant difference between students studying in Govt. and Private Organizations in their Emotional Intelligence. However, when the means are consider student in studying in private organizations have higher levels of Emotional Intelligence (M=84.57) when compared to students studying in government organization (M=82.1).

The F-values for interaction effects are not significant, indicating that there is no significant interaction among three independent variables with regard to emotional intelligence.

The data are further subjected to t-test in order to find out whether there are any significant differences among the 8 groups of subjects in the Emotional Intelligence. Table-4 presents the t-values of 8 groups for subjects Emotional Intelligence.

Table: 4 t-scores for Emotional Intelligence

	Group-1 (79.97)	Group-2 (80.7)	Group-3 (81.3)	Group-4 (82.4)	Group-5 (84.0)	Group-6 (84.63)	Group-7 (86.31)	Group-8 (87.40)
Group-1 (79.97)	--	0.32	0.53	0.94	1.63	2.14*	2.46*	3.30*
Group-2 (80.7)		--	0.24	0.66	1.34	1.81	2.18*	2.97*
Group-3 (81.3)			--	0.39	1.0	1.36	1.78	2.43*
Group-4 (82.4)				--	0.57	0.88	1.36	1.92
Group-5 (84.0)					--	0.25	0.93	1.36
Group-6 (84.63)						--	.0.66	1.24
Group-7 (86.31)							--	0.42
Group-8 (87.40)								--
Note: * Significant at 0.05 level								

Group-1: Male Non-profession Private   Group-2: Male Profession Govt.

Group-3: Female Non-profession Govt.   Group-4: Female Profession Govt.

Group-5: Male Non-profession Govt.   Group-6: Male Profession Private

Group-7: Female Non-profession Private   Group-8: Female Profession Private

Significant differences are found between groups 1-6, 1-7, 1-8, 2-7, 2-8 and 3-8 only, whereas the other means differences are not significant.

DISCUSSION:

The 1st hypothesis predicted significant difference between male and female students in their Emotional Intelligence. The f value of 2.47 for the variable gender is not significant, based on the results the 1st hypothesis is not accepted as warrante by the resluts there is no

significant difference between male and female students with regard to their Emotional Intelligence. The results are not supported by earlier findings of Nicola S. Schutte et. al (1998), James Parker (2005) who found out that there relative significant difference between male and female in their Emotional Intelligence.

The 2nd hypothesis predicted that there would be significant difference between professional and non-professional students in their Emotional Intelligence. As of f value of 0.53 for the variable nature of course is not significant it can be stated that there is no significant difference between professional and non-professional students in their Emotional Intelligence, based on the results obtained. The 2nd hypothesis stating that there would be significant difference between professional and non-professional students in their Emotional Intelligence is not accepted as warrante by the results. The findings are not supported by the earlier findings of Anad. S Godse et. al.,(2000) who found out the no significant differences between professional and non-professional students in their Emotional Intelligence.

The 3rd hypothesis states that there would be significant difference between government and private college students in their Emotional Intelligence. As the obtained f value of 3.71 is not significant it may be concluded that there is no significant difference between government and private college students in their Emotional Intelligence. Therefore, the 3rd hypothesis is not accepted as warranted by the results the findings are not supported by the earlier finding of Dr. H. Williford (2000); James Prker (2000) who also found significant difference between among organizations students in their Emotional Intelligence.

The 10th hypothesis states that there would be significant interaction among gender, nature of course and type of organization with regard to Emotional Intelligence. The f value of 3.87 for interaction between gender and organization with regard to Emotional Intelligence is significant. The other f values for interaction are not significant therefore; based on the results the 10th hypothesis is partially accepted.

Conclusions: There is no significant difference between Male and Female students, Professional and Non-Professionals and students from government and private colleges in their Emotional Intelligence.

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