

Comparison of Emotional intelligence among University Graduates

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Abstract

The purpose of the study was to compare the Emotional Intelligence among the University graduates on the basis of subjects opted and time spent at the university campus. Population of the study were the students enrolled in different faculties at University of Gujrat. Accessible population of the study was those understudies who were enlisted in Faculty of Natural Science and Social Science at University of Gujrat. Multistage sampling technique was used to select sample for the study. Sample size of the study was 305 (106 natural sciences and 199 social sciences graduates) students. The data was analyzed through SPSS software. This study revealed that there is a significant difference of Emotional Intelligence of students enrolled in 2nd and 8th semester as well as between Natural Science and Social science students. It was therefore recommended that the teachers as well as the curriculum developers must be trained to take care for the grooming of students' emotional intelligence.

Keywords: Emotional intelligence, self-awareness, self-regulation, relationship management

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Introduction

Daniel Goleman (1995) brought the concept of Emotional Intelligence in an ordinary perspective. He highlighted that Emotional Intelligence is a competency through which an individual understands his/her own emotions and recognizes others sentiments and motivates himself to achieve his/her own goals and control as well as adapt his/her emotions in interrelationship.

Multiple studies were conducted which demonstrate that Emotional Intelligence is a significant predictor of students' academic success (Goleman, 2000a). Similarly, McDaniel and Grubb (2007) presented two types of models of Emotional Intelligence. 1) Mixed Model presented by Baron (1997, 2000, 2002) and Goleman (1995) illustrated that Emotional Intelligence is related to cognitive abilities while, 2) Ability Model presented by Mayer and Solovey (1997) stated that Emotional Intelligence is concerned to non cognitive abilities. So, some researchers lead Emotional Intelligence as Cognitive Ability whereas others take it as Non cognitive abilities.

Assanova and McGuire (2009) described that various studies had been started since 1990s to identify the consequences of non-cognitive factors over mental abilities. In this field of study, the findings of several researches, identified numerous factors of non-cognitive skills which affect students Academic Achievements like students personality, their relationships with others as well as their emotions, regardless of these factors IQ is also considered as an important factor. But many prominent and modern studies disclose that Academic Achievements of students rely on IQ (Craggs, 2005). Goleman (1995) assert that IQ only gain 20% credit of student's academic success. This assertion of Daniel Goleman motivated other academicians to investigate other factors that affect 80% academic performance of students. Students who have high degree of Emotional Intelligence tend to adapt better socially and interpersonally with society and have better time management but students that possess low Emotional Intelligence have the tendency to be involved in harmful behavior (Pau, Croucher, Sohanpal, Muirhead & Seymour, 2004).

In the same way Van Rooy, Alonso, and Viswesvaran (2005) revealed a positive and significant correlation between Emotional Intelligence and age, by the utilization of Emotional Intelligence Scale which consists on 33- items. Various studies had been explored with respect to the effect of individual's moods as well as emotions. Similarly, George (2000) discussed that high level of Emotional Intelligence enables individual to make effective decisions. In 2006 a study was conducted in which the students of humanities, mathematics and experimental sciences participated. Results of the study showed positive as well as significant relationship between Emotional Intelligence and student's academic achievements. A positive student-teacher interaction, have a great impact on students' academic achievement which also assists in developing an emotionally secure environment in classroom (Charney, 2000; Nodding,

2011) also reported in his study that graduated students who study four years had high emotional intelligence level rather than to those who were not. Numerous studies proposed that the student of different subjects have different level of Emotional Intelligence. Studies conducted by different researchers revealed that Emotional intelligence level of undergraduate students of science and arts stream is different. Their study reveals that Emotional Intelligence level of Science subject students is higher than arts students. It shows that science students have high emotional stability than arts students (Labhane & Baviskar, 2015, Aggarwal & Saxena, 2012). Chandana Jayawardena and Ishanthi Jayawardena (2012) also indicate that Emotional Intelligence level of Commerce and science students also vary. Science subject students have high emotional stability than Commerce students.

In the light of above discussion it may be summarized that emotional intelligence of individual's enhance with the passage of time. So, there must be the difference of emotional intelligence of graduate and undergraduate students. In this study the researcher compare the Emotional Intelligence level of 2nd and 8th semester students of University of Gujrat. This study is also intended to compare the Emotional intelligence level of Natural Science students with Social Science students.

Review of Related Literature

Students' emotional intelligence plays significant role in their academic as well social life. It has been a topic of research since long. Following is the brief description of the concept and related othe important aspects of emotional intelligence

Concept of Emotions and Intelligence

In 19th century the concept of emotions was change and some psychology experts start to tie-up the emotions with reasoning and thinking and then emotions were deemed as the composition of sensation and brainpower (Walkerdine, 2005). In the same way Coon (2000) investigated that emotions usually consists on the specific feelings of a particular person which arouse before the situation like fearlessness is a subjective feeling because it comes before the situation while bravery comes in the situation and the sensational response as well as our intellectual exegesis and the inner feelings of individual which he/she can express.

Intelligence gives the attention to those cognitive abilities which are complicated. Whesler (1940) elaborated that intelligence is basically the potential of individual to become aware of the world and all the ways and means through which he face all the challenges of the world Coon (2000).. In this term psychologists could not measure the term Intelligence, so for measuring the intelligence the psychologists hold the idea of Intelligence in this terminology that, the required knowledge which an individual possessed and how quickly he gain and comprehend all new information as

well as the abstract concepts and the capability of an individual to accommodate his new knowledge in new situation (Matarazzo & Denver, 1984).

Well back in the past Drawin (1899) identified that with the passage of time emotions prosper and provide assistance to individuals to survive in society. Emotional disorder in student leads to affect his other abilities like focus on a particular task, recalling the information etc. Consequently their performance will be unsatisfactory in school, which causes the arousal of negative emotions in child like anger, anxiety, and depression. These negative emotions like feelings of sadness, anger do not bring perfection in child's learning and personality (Lewkowicz, 1999).

Goleman (1995) suggested that Emotional Intelligence and Intelligence Quotient equally important for students success in their academic, social and personal life. But Goleman (1995) also asserted that IQ only gain 20% credit of student's academic success.

Theoretical Framework of Emotional intelligence

The Emotional Intelligence is the merger of two terms; first one is emotions and second is intelligence. Both these terms depend on each other and through compatibility they compose a new term known as Emotional Intelligence (Mayer, 2001).

The idea of Emotional Intelligence explored over a period of time, with the evolution of the studies of individual's physical activities and their perceptible emotions as well as in psychology. David Wechsler (1940) illustrated the idea of intelligence which enclosed the cognitive and non cognitive ingredients of Emotional Intelligence. According to him non cognitive factors concerned with behavior while cognitive factors concerned with intelligence. At that time Wechsler gained instantaneous feedback only on cognitive aspects while non cognitive aspects were ignored. Earlier in 1920, Thorndike pointed out the term Social Intelligence, this term basically deemed as the root of the development of the concept of Emotional Intelligence (Goleman, 1995). Manley (2009) highlighted that, in past, research in emotional intelligence concentrated on only cognitive abilities, but recently the researchers and psychologists like Thorndike who introduce term social intelligence and David Wechsler who presented the Intelligence scales identified that the behavior of individuals also affect by non cognitive abilities. Extensive researches on association of Intelligence and Emotions as well as how they collaborate with one another the term of Emotional Intelligence was introduced by Peter Salovey and John Mayer in 1990. They defined Emotional Intelligence as the capability of a particular person to keep systematic record of own emotions as well as others. It is also the capacity to segregate the feelings effecting one's emotions. Baron (1997) highlighted that Emotional Intelligence is helpful in formation of such abilities and skills which are not concerned to our mental process but effects the Academic Achievements or goals of an individual like motivation. Researchers illustrated that

Emotional Intelligence is commonly concerned with one skill of an individual to identify the reality in his/her life (Mayer & Salovey, 1997; Pellitteri, 2002). Through this capability the individual is able to know, validate, manipulate, modified his/her emotions and then retaliate to others. Ruven Baron (2000) modified his definition and suggests that Emotional Intelligence is assembled by many components that can be causation of indication of similarities and differences of a particular person. These factors related to a particular person's competency and his emotional and social capabilities which have impact on his overall abilities and these abilities also cover our daily needs and requirements. Mathews, Zeidnar and Robberts (2002) highlighted that individual's particular needs expertise him/her to become emotionally intelligent. First is to control his/her positive and less positive emotions and others too. Second is he/she must be identify and illustrate his/her emotions and integrate the emotions into thoughts. Muchinsky (2003) pointed out that Emotional Intelligence is revolves around the individual's competency through which he/she manipulate his/her emotions and then react in societal context. Baron (2006) synthesized that Emotional Intelligence is related with our emotional as well as social skills. It effects our sense of self in respect to, comprehension and expression of our emotions and sense of others in respect to, understand others emotions and collaboration with them. It is also concerned and the capability to handle our daily routine matters. Salovey and Mayer (2007) revised their definition and declared that an emotionally intelligent person has four abilities: the ability to accurately understand the emotions, the ability to assimilate sentiments with thoughts, the ability to manage and perceive the emotions for intellectual as well as emotional development. Woolfolk (2008) asserts the Mayer and Saloveys' concept of emotional intelligence and he assimilates the concept of intelligence with the emotions and highlighted that the ability to regulate the emotions have impact on the individual's emotional growth as well as the interaction or relations with others individuals. Segal, Smith, Robinson and Segal (2012) talked about that being emotionally intelligent means that you have more positive emotions rather than negative ones and with positive emotions you deal with others in a way, which drag the people towards you, and through these emotions you overwhelmed all weaknesses and refill your negative feelings like anxiety etc with positive ones.

Objectives of the Study

The main objective of the study was to compare the Emotional Intelligence among the University graduates on the basis of Subjects opted and enrolled in the semester.

Research Questions

Research questions formulated for the study were:-

1. Is there any significant difference in the emotional intelligence of students enrolled in 2nd semester and 8th semester?
2. Is there any significant difference in the emotional intelligence of students enrolled in in natural sciences and social sciences?

Population and sampling

Target population of the study was all the students enrolled in seven faculties of University of Gujrat, Gujrat. Accessible population was all the students enrolled in Faculty of Natural Science and Social Science which were conveniently selected by the researchers. Multistage Sample technique was used to select representative sample for the study. First by using simple random sample technique three departments viz. Botany, Zoology and Biochemistry were randomly selected from Faculty of Natural Science whereas Education, Psychology and Sociology were again randomly selected from Faculty of Social Science.

Finally, 2nd and 8th semester students from the selected departments were again randomly selected to compare their emotional intelligence. Sample size of the study was 305 students. The selected sample consisted of 106 students from Faculty of Natural Sciences and 199 from Faculty of Social Sciences. Similarly there were 205 students from 2nd semester and 100 were eighth semestestr.

Table No. 1

Comparison of emotional intelligence of university students enrolled in 2nd semester and 8th semester

Emotional Intelligence Dimensions	Semester Mean Score			Semester S.D		t-value	Sig
	8 th	2 nd	Mean Difference	8 th	2 nd		
Self Awareness	3.10	2.56	.547	0.76	0.47	6.63	.000
Self Regulation	3.13	2.74	.389	0.76	0.54	4.57	.000
Self Motivation	3.15	2.72	.430	0.78	0.51	5.00	.000
Social Awareness	3.03	2.71	.320	0.86	0.55	3.39	.001
Relationship Management	3.14	2.67	.469	0.97	0.57	4.49	.000
Emotional Intelligence	3.11	2.68	.431	0.74	0.51	5.36	.000

Table presents that t-value of (t=6.63) is significant for Self Awareness dimension of Emotional Intelligence because $p=0.00 < \alpha=0.05$. So, there is a significant difference for self-awareness dimension of Emotional Intelligence between 8th and 2nd semester students. Self-awareness level of 8th semester students (M=3.10, S.D. =0.76) is

greater than 2nd semester students (M=2.56, S.D.=0.47). This shows that 8th semester students has a high ability to understand and explicate his/her emotions through psychological identifications as compare to 2nd semester students.

Table shows that t-value of (t=4.57) is significant for self-regulation dimension of Emotional Intelligence because $p=0.00 < \alpha=0.05$. So, there is a significant difference for Self Regulation dimension of Emotional Intelligence between 8th and 2nd semester students. Self Regulation level of 8th semester students (M=3.13, S.D. =0.76) is greater than 2nd semester students (M=2.74, S.D. =0.54). This shows that 8th semester students has a high capability to manage one's own emotions and control them and with the changing situations as compare to 2nd semester students.

Table illustrates that t-value of (t=5.00) is significant because $p=0.00 < \alpha=0.05$. So, there is a significant difference of Self Motivation between 8th and 2nd semester students. Self Motivation level of 8th semester students (M=3.15, S.D. =0.78) is greater than 2nd semester students (M=2.72, S.D. =0.51). This shows that 8th semester students have high curiosity level to know about anything or more stimulated as compare to 2nd semester students.

Table indicates that t-value of (t=3.39) is significant because $p=0.01 < \alpha=0.05$. So, there is a significant difference of social awareness between 8th and 2nd semester students. Social Awareness level of 8th semester students (M=3.03, S.D. =0.86) is greater than 2nd semester students (M=2.71, S.D. =0.55). This shows that 8th semester students has more capability to recognize others people sentiments as compare to 2nd semester students.

Table specify that t-value of (t=4.49) is significant because $p=0.00 < \alpha=0.05$. So, there is a significant difference of Relationship management between 8th and 2nd semester students. Relationship management level of 8th semester students (M=3.14, S.D. =0.97) is greater than 2nd semester students (M=2.67, S.D. =0.57). This shows that 8th semester students has a high ability to regulate the emotion of others as compare to 2nd semester students.

Table asserts that t-value of (t=5.36) is significant because $p=0.00 < \alpha=0.05$. So, there is a significant difference of overall Emotional Intelligence level between 8th and 2nd semester students. Mean value of 8th semester students (M=3.11, S.D. =0.74) is greater than 2nd semester students (M=2.68, S.D.=0.51). This shows that 8th semester students have high Emotional Intelligence level as compare to 2nd semester students.

Table No. 2

Comparison of emotional intelligence of university students enrolled in in natural sciences and social sciences

Emotional Intelligence Dimensions	Group Mean Score			Group S.D		t-Value	Sig(2-tailed)
	Natural Science	Social Science	Mean Difference	Natural Sciences	Social Sciences		
Self Awareness	2.89	2.65	2.49	0.47	0.76	4.25	.000
Self Regulation	3.10	2.75	3.54	0.54	0.76	5.78	.000
Self Motivation	3.06	2.76	3.01	0.51	0.78	4.93	.000
Social Awareness	3.11	2.66	4.53	0.55	0.86	7.28	.000
Relationship Management	3.10	2.68	4.17	0.57	0.97	5.99	.000
Emotional Intelligence	3.05	2.70	3.55	0.51	0.74	6.63	.000

Table illustrated that t-value of (t=4.25) is significant because $p=0.00 < \alpha=0.05$. So, there is a significant difference of Emotional Intelligence level between Natural Science and Social Science students. Self Awareness level of Natural Science students (M=2.89, S.D.=0.47) is greater than 2nd semester students (M=2.65, S.D.=0.76). This shows that Natural Science students have high ability to be aware of one’s own feelings, desires and needs and understand the personal goals as compare to Social Science students.

Table specify that t-value of (t=5.78) is significant because $p=0.00 < \alpha=0.05$. So, there is a significant difference of Emotional Intelligence level between Natural Science and Social Science students. Self Regulation level of Natural Science students (M=3.10, S.D.=0.54) is greater than Social science students (M=2.75, S.D.=0.76). This shows that Natural Science students have high capability to assimilate the emotions with mental process as compare to Social Science students.

Table presents that t-value of (t=4.93) is significant because $p=0.00 < \alpha=0.05$. So, there is a significant difference of Emotional Intelligence level between Natural Science and Social Science students. Self Motivation level of Natural Science students (M=3.06, S.D. =0.51) is greater than Social Science students (M=2.76, S.D. =0.78). This shows that Natural Science students have high curiosity level to know about anything or more stimulated as compare to Social Science students.

Table asserts that t-value of (t=7.28) is significant because $p=0.00 < \alpha=0.05$. So, there is a significant difference of Emotional Intelligence level between Natural Science and Social Science students. Social Awareness level of Natural Science students (M=3.11, S.D. =0.55) is greater than Social Science students (M=2.66, S.D. =0.86). This

shows that Natural Science students have more capability to understand the psychological state of others as compare to Social Science students.

Table indicates that t-value of ($t=5.99$) is significant because $p=0.00 < \alpha=0.05$. So, there is a significant difference of Emotional Intelligence level between Natural Science and Social Science students. Relationship management level of 8th semester students ($M=3.10$, $S.D.=0.57$) is greater than 2nd semester students ($M=2.68$, $S.D.=0.97$). This shows that Natural Science students have high ability to regulate the emotions in one's self and others too by modifying the negative emotions with pleasant ones as compare to Social Science students.

Table shows that t-value of ($t=5.99$) is significant because $p=0.00 < \alpha=0.05$. So, there is a significant difference of overall Emotional Intelligence level between Natural Science and Social Science students. Mean value of 8th semester students ($M=3.05$, $S.D.=0.51$) is greater than 2nd semester students ($M=2.70$, $S.D.=0.74$). This shows that Natural Science has high Emotional Intelligence level as compare Social Science students.

Conclusions

It is found that there is significant difference in the emotional intelligence between the newly enrolled students and senior students. The students who has spent about three years in the institution possess higher emotional intelligence as compared to the newly inducted students. Similarly, the emotional intelligence of science students is more than the students enrolled in social sciences. Hence, it is concluded that the emotional intelligence may be affected by the nature of subjects opted for study or the time consumed at the educational institution.

Discussion

The study revealed that the emotional intelligence of the students from the Faculty of Natural Sciences is more than the students from the Faculty of Social Sciences. This result of the study is in line to the results from the previous studies e.g. Muchinsky (2003) pointed out that Emotional Intelligence revolves around the individual's competency through which he/she manipulate his/her emotions and then react in societal context. The same was advocated by Salovey and John Mayer (1990). They stated that the Emotional Intelligence as the capability of a particular person to keep systematic record of own emotions as well as others. Moreover, Woolfolk (2008) also supports the finding of the present study. Similarly Baron (2006) synthesized that Emotional Intelligence is related with our emotional as well as social skills

As far as the 2nd finding of the study at hand i.e. the senior students had more emotional intelligence than the junior students, is concerned, there are scarcity of researches in the particular field. There might be two major reasons for the greater

emotional intelligence Firstly, the senior students has consumed much time at the institution as compared to the newly enrolled students. Their orientation and affiliation with the institution as well as their class mates is relatively better than the juniors. Hence, they possess better emotional intelligence. Secondly, he students from 8th semester are grown up and well matured as compared to the newly enrolled students. The level of maturity is an important contributor to the emotional intelligence. Hence the senior students are emotionally more intelligent as compared to new students.

Recommendations

Emotional Intelligence of students may increase by organizing such programs which assist the individuals in developing their personality. In these programs a proper training must be provide to individuals in development of emotional skills in order to prepare the university students for a fruitful practical life. Teachers ought to be trained and ought to be aware about Emotional Intelligence so they can utilize distinctive strategies for upgrading the Emotional Intelligence level of understudies. Curriculum experts must be integrated Emotional Intelligence in curriculum design and pedagogical activities in order to enhance the degree of Emotional Intelligence of students. Emotional skills may be developed by including understudies in helpful learning, choice making and group benefits as a piece of instructive exercises. It is recommended that further comparative studies on Emotional Intelligence may be conducted in school level or college level because the data from these studies help the individuals in subject selection.

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