

Status of emotional intelligence among the college students

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Received: 01.02.2014; Revised: 12.05.2014; Accepted: 23.05.2014

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■ **ABSTRACT** : The present study aimed to investigate the status of the emotional intelligence among 300 male and 200 female undergraduate students studying in College of Agriculture and College of Rural Home Science of Dharwad city by employing ex-post facto research design. Emotional intelligence questionnaire (Dulewiz and Higgs, 2001) was used. Results revealed that there was no significant difference between male and female respondents on the components of emotional intelligence viz., self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness and conscientiousness. The results also revealed that among the respondents only about 7-15 per cent had developed high level of the emotional components but about 54-75 per cent of the respondents had developed low level of the emotional components except intuitiveness. On the intuitiveness only 12 per cent of the respondents had developed low, whereas, 32 per cent of the respondents had developed high intuitiveness. On the whole, the results confirmed that among the respondents about 56, 31 and 13 per cent of them had developed lower, average and higher level of emotional intelligence, respectively.

■ **KEY WORDS**: Emotions, Emotional intelligence, Emotional components

■ **HOW TO CITE THIS PAPER** : Biradar, S. and Shashikumar, S. (2014). Status of emotional intelligence among the college students. *Asian J. Home Sci.*, 9 (1) : 241-245.

Emotions are increasingly being viewed as signals that provide information, direct attention and facilitate attainment of goals and are seen as organizing processes that enable people to think and behave adaptively. It has been found that people who manage their own feelings well and deal effectively with others are more likely to be content in their lives and are, therefore, more likely to retain information between and learn more effectively. Goleman (1995) reported that emotional literacy programmes improved children's academic achievement and school performance. Emotional understanding predicts children's social competence. Children who are able to read and interpret expressive and situational cues are more sensitive to other's feelings and are better able to regulate their interactions with others. Gottman (1997) has noted that emotional and social measures of intelligence are better predictors of school success, such as being self-assured and interested, knowing what behaviour is expected, being able to wait, to following directions and to turn to teachers for help. Knowing one's emotions, managing emotions, motivating

oneself, persistence and social deftness are the key components of emotional intelligence (EI).

Emotional intelligence has generated considerable interest in academic field. However, the measurement of emotional intelligence has been rather slow in India. Therefore, the present study aims to study the status of emotional intelligence among the male and female college students with the following objectives:

- To make comparison between male and female respondents on seven components of emotional intelligence and
- To study the status of college students on seven components of emotional intelligence.

■ RESEARCH METHODS

This was the ex-post facto study, based on a purposive sample of 300 males and 200 female undergraduate students who were living with their mother and father.

Tools used:

Emotional intelligence questionnaire (Dulewicz and Higgs, 2001) was used. It measures seven components of emotional intelligence *viz.*, self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness, conscientiousness and emotional intelligence as a whole. This scale contains 84 items. The interpretation of scores in relation to components of emotional intelligence is on the basis of 'sten scores'. The sten score 1-4 is considered as low score. The sten score 5-6 is considered as average and the sten score 7-10 is considered as high score.

Procedure of data collection:

The data collection was carried out with prior permission of the Director of Instruction of Colleges of Agriculture and Rural Home Science. Then class teachers were contacted and requested to spare their classes to get the responses from the students of each class. The questionnaire was administered on the students of each class separately. To establish good rapport with the students, introduction was given about the objective of the study, importance of their cooperation and their sincere responses just before the administration of questionnaire. They were also informed that the secrecy of their information will be strictly maintained. The necessary clarifications were given to the students as and when they raised doubts while answering the questions. They were given enough time to answer all the questions.

Analysis of the results:

- The raw scores of each component were transformed into sten scores to identify the status of each component of emotional intelligence of the respondents.
- Frequency and per cent were used to classify the respondents under each sten score of each component of emotional intelligence and emotional intelligence as a whole.

■ RESEARCH FINDINGS AND DISCUSSION

The experimental findings obtained from the present study have been discussed in following heads:

Status of the components of emotional intelligence of the male and female respondents:

The status of seven components of emotional intelligence and overall emotional intelligence is as follows:

Status of self-awareness:

The results of Table 1 signified that the state of self-awareness of 55 per cent of male, 56.00 per cent of female and overall 55.40 per cent of the respondents was between 1-4 sten score. The results revealed that these respondents

were not always aware of their emotions in interpersonal relationships and work situations. Among the respondents, about 33 per cent of male, 38 per cent of female and overall around 35 per cent of the respondents sten-score categorized on 5 and 6. These results expressed that the respondents were generally aware of their feelings and emotions in interpersonal and work situations. Subsequently, around 12.00 per cent of male and 6.00 per cent of female and overall 10.00 per cent of the respondents sten-scores fell between 7 and 10. These results mean that, these respondents were highly likely to be aware of their own feelings in a range of interpersonal and work related situations. Further, the value of Chi-square signifies that there was association between gender and self-awareness. It means that male respondents were higher in self awareness compared to female respondents.

Status of emotional resilience:

The results of emotional resilience (Table 1) confirmed that around 62.00 per cent of male, 68.00 per cent female and 64.00 per cent of all the respondents sten-scores categorized between 1-4 sten scores *i.e.*, under low score. These results mean that the respondents found it hard to perform consistently in situation when they were under pressure. Among the respondents about 30 per cent of male, 26 per cent of female and 28 per cent of all the respondents sten-scores classified on 5 and 6 sten scores. These results indicated that these respondents tend to find some situations more difficult to handle than others. On the emotional resilience continuum, around 9 per cent of male, 7 per cent of female and 8 per cent of all the respondents were having the sten score between 7 and 10. The results revealed that these respondents were able to adapt to a wide range of situations and to tolerate both criticism and challenge (Dulwicz and Higgs, 2001). Further, the value of Chi-square confirmed that gender was not associated with emotional resilience. It means that both the male and female respondents had developed similar state of emotional resilience.

Status of motivation:

The results of motivation (Table 1) connoted that about 54 per cent of male and female and of all the respondents sten scores were classified under low score *i.e.*, between 1-4 range of sten score. These results mean that these respondents had a tendency to focus on short term goals and actions rather than long term goals or aspirations. Similarly about 31 per cent of male, female and of all the respondents classified under 5 and 6 sten scores and these results expressed that the respondents' ability to maintain a focus on achieving a significant goal. Correspondingly about 15 per cent of male, female and of all the respondents sten scores, classified between 7 and 10 sten scores. These results expressed that these respondents had

Table 1: Status of the component of emotional intelligence among the male and female respondents (N : Male = 300; Female = 200)

Sr. No.	Components of emotional intelligence	High score										χ^2						
		Low score					Average											
		1	2	3	4	5	6	7	8	9	10							
		M	F	M	F	M	F	M	F	M	F	M	F	M	F			
1.	Self awareness	44 (14.7)	33 (16.5)	13 (6.5)	61 (20.3)	37 (18.5)	24 (8.0)	29 (14.5)	60 (20.0)	49 (24.5)	38 (12.7)	27 (13.5)	19 (6.3)	10 (3.3)	3 (1.5)	7 (2.3)	0 (0.33)	0
		M.165 (55.00) + F.112 (56.00) = T. 277 (55.40)		98 (9.8)		53 (10.6)		109 (21.80)		65 (13.0)		28 (5.6)		13 (2.6)		7 (1.4)		5.914*
		M.185 (61.66) + F.135 (67.50) = T. 320 (64.00)		80 (16.0)		129 (25.80)		57 (11.40)		84 (16.80)		21 (4.2)		10 (0.2)		7 (1.4)		1.932
2.	Emotional resilience	21 (7.0)	13 (6.5)	34 (17.0)	46 (15.3)	34 (17.0)	75 (25.0)	54 (27.0)	35 (11.7)	22 (11.0)	54 (18.0)	30 (15.0)	13 (4.3)	8 (2.7)	2 (1.0)	5 (1.7)	2 (1.0)	1 (0.50)
		M.185 (61.66) + F.135 (67.50) = T. 320 (64.00)		80 (16.0)		129 (25.80)		57 (11.40)		84 (16.80)		21 (4.2)		10 (0.2)		7 (1.4)		1.932
3.	Motivation	42 (14.0)	28 (14.0)	34 (14.0)	42 (18.0)	45 (15.0)	26 (13.0)	47 (15.7)	30 (15.0)	46 (15.3)	33 (16.5)	19 (6.3)	16 (8.0)	14 (4.7)	9 (4.5)	5 (1.7)	4 (2.0)	0
		M.163 (54.33) + F.108 (54.00) = T. 271 (54.20)		78 (15.6)		71 (14.20)		77 (15.40)		79 (15.80)		35 (7.0)		23 (4.6)		9 (1.8)		0.014
		M.220 (73.33) + F.157 (78.50) = T. 377 (75.40)		108 (21.6)		63 (12.6)		51 (10.2)		43 (8.6)		16 (3.2)		13 (2.6)		9 (1.8)		4.531
4.	Interpersonal Sensitivity	82 (27.60)	60 (30.0)	36 (12.0)	28 (14.0)	41 (22.3)	35 (20.5)	28 (14.0)	33 (11.0)	18 (9.0)	32 (10.7)	11 (5.5)	6 (2.0)	10 (5.0)	4 (3.0)	0 (2.0)	0 (2.0)	0
		M.220 (73.33) + F.157 (78.50) = T. 377 (75.40)		108 (21.6)		63 (12.6)		51 (10.2)		43 (8.6)		16 (3.2)		13 (2.6)		9 (1.8)		4.531
		M.212 (70.66) + F.150 (75.00) = T. 362 (72.40)		103 (20.6)		72 (14.4)		60 (12.0)		43 (8.6)		25 (5.0)		4 (0.8)		5 (1.0)		1.578
5.	Influence	44 (14.7)	34 (17.0)	63 (21.0)	46 (23.0)	39 (19.5)	41 (13.7)	31 (15.5)	36 (12.0)	24 (9.3)	28 (7.5)	15 (7.5)	20 (6.7)	5 (2.5)	1 (0.3)	3 (1.0)	2 (1.0)	1 (0.50)
		M.212 (70.66) + F.150 (75.00) = T. 362 (72.40)		103 (20.6)		72 (14.4)		60 (12.0)		43 (8.6)		25 (5.0)		4 (0.8)		5 (1.0)		1.578
6.	Intuitiveness	0	2	3	5	2	21	25	62	35	112	70	50	27	34	20	5	11
		M.28 (9.33) + F.30 (15.00) = T. 58 (11.60)		7 (1.4)		46 (9.2)		20 (7.0)		112 (37.3)		70 (20.7)		50 (16.7)		5 (1.5)		3.973
		M.176 (58.60) + F.126 (63.00) = T. 302 (60.40)		53 (10.6)		113 (22.6)		63 (12.6)		68 (13.6)		77 (15.4)		54 (10.8)		12 (2.4)		3.973
7.	Conscientiousness	41 (13.7)	32 (10.7)	22 (11.0)	37 (12.3)	16 (8.0)	66 (22.0)	47 (23.5)	42 (14.0)	21 (10.5)	43 (14.3)	25 (12.5)	15 (5.0)	14 (7.0)	11 (5.5)	3 (1.0)	1 (0.5)	1 (0.50)
		M.176 (58.60) + F.126 (63.00) = T. 302 (60.40)		53 (10.6)		113 (22.6)		63 (12.6)		68 (13.6)		77 (15.4)		54 (10.8)		12 (2.4)		3.973
		M.176 (58.60) + F.126 (63.00) = T. 302 (60.40)		53 (10.6)		113 (22.6)		63 (12.6)		68 (13.6)		77 (15.4)		54 (10.8)		12 (2.4)		3.973
8.	Emotional intelligence	45 (15.0)	30 (15.0)	35 (11.5)	23 (13.3)	40 (14.5)	29 (17.0)	44 (17.0)	34 (15.0)	28 (14.0)	50 (16.6)	30 (15.0)	20 (6.6)	12 (6.0)	11 (3.6)	7 (3.5)	5 (1.6)	4 (2.0)
		M.164 (54.66) + F.116 (58.00) = T. 280 (56.00)		69 (13.9)		78 (15.8)		73 (14.5)		80 (15.8)		32 (6.3)		18 (3.5)		8 (1.8)		1.967 ^{NS}
		M.164 (54.66) + F.116 (58.00) = T. 280 (56.00)		69 (13.9)		78 (15.8)		73 (14.5)		80 (15.8)		32 (6.3)		18 (3.5)		8 (1.8)		1.967 ^{NS}

Note : M – Male, F – Female, T – Total, Figures in the parentheses indicate percentages, NS=Non-significant

high level of motivation and be focused on results or outcomes. Further, the value of Chi-square analysis supported that there was no association between gender and motivation. It means that both the male and female respondents had developed similar state of motivation.

Status of interpersonal sensitivity:

The results revealed that, among the respondents (Table 1) around 73.00 per cent of male, 79.00 per cent of female and 75.00 per cent of all the respondents were coming under low score of interpersonal sensitivity continuum. These results affirmed that these respondents had a tendency to impose their own solutions on those with whom they were living and working without taking account of others' views and reactions. Correspondingly around 22 per cent of male, 15 per cent of female and about 19 per cent of all the respondents sten score would fall on average score *i.e.*, 5 and 6 sten scores. These results signified that these respondents some times had taken account of views and feelings of others. Further, on high score of interpersonal sensitivity, only 5 per cent of male, 7 per cent of female and about 6 per cent of all the respondents were grouped between 7 and 10 sten score continuum. These results connoted that these respondents are likely to be highly sensitive to other people and are thus likely to engage others in problem solving and decision making and take account of their point of view in finding a way forward. Further, the value of Chi-square confirmed that gender was not associated with interpersonal sensitivity. It means that both male and female respondents had developed similar state of interpersonal sensitivity.

Status of influence:

The information regarding the status of influence in Table 1 revealed that about 71 per cent of male, 75 per cent of female and 72 per cent of all the respondents were being categorized between 1 and 4 sten scores. These results signified that these respondents might find it difficult to influence others over to their view point and be frustrated on the occasions by their lack of success in persuading to change their view point or an opinion on an issue. Subsequently, the results of the Table 1 pointed out that about 21 per cent of male, 20 per cent of female and 21 per cent of all the respondents were classified on 5 and 6 sten scores. The results expressed that these respondents although on some occasions would be successful in gaining support for their views, they might also feel frustrated by their inability to persuade others to change their view point or opinion on an important issue. Subsequently, around 6 per cent of female, 8 per cent of male and 7 per cent of all the respondents were identified that they were classified between 7 and 10 sten scores on the continuum of influence (Table 1). These results revealed that the respondents would be very effective at persuading others to adopt their

interpretation of a situation and also effective in persuading others to change their view point or opinion on important issues. Further, the value of Chi-square confirmed that gender is not associated with influence. It means that both the male and female respondents had developed similar state of the capacity to influence.

Status of intuitiveness:

The results of the Table 1 represented that about nine per cent of male, 15 per cent of female and 12 per cent of all the respondents were categorized from 1 to 4 sten scores. These results conveyed that these respondents might be uncomfortable in making decisions unless they had full factual data available. Further, on the intuitive continuum, about 58 per cent of male, 53 per cent of female and 56 per cent of all the respondents were grouped on 5 and 6 sten scores. These results affirmed that these respondents could balance fact and intuition in decision, there were some situations in which they were uncomfortable in making decisions unless they had full and unambiguous data available.

On the continuum of intuitiveness about 33 per cent of male, female and of all the respondents (Table 1) were placed between 7 and 10 sten scores. These results confirmed that these respondents were able to make decisions in difficult situations and when faced with incomplete or ambiguous information. Further, the value of Chi-square revealed that gender was not associated with intuitiveness. It means that both the male and female respondents had developed similar state of intuitiveness.

Status of conscientiousness:

The results of Table 1 figured out that about 59 per cent of male, 63 per cent of female and 60 per cent of all the respondents were placed on 1-4 sten scores of the continuum of conscientiousness. These results clearly mean that most of the respondents might sometimes be willing to 'bend the rules' to get a task completed or to achieve a particular goal. Subsequently, about 28 per cent of male, 23 per cent of female and 26 per cent of all the respondents were catalogued on 5 and 6 sten scores of the continuum of conscientiousness. These results signified that these respondents actions were generally conform to expected behaviors and rules, they might have patience when there were inconsistencies between what they said and what they did. Correspondingly, about 13 per cent of male, female and of all the respondents were distributed from 7 to 10 sten scores on the continuum of conscientiousness. These results conveyed that these respondents had shown great consistency in their words and actions and demonstrated a high degree of personal commitment to their goals. Further, the Chi-square value supported that gender was not associated with conscientiousness. It means that both the male and female respondents had developed similar state of conscientiousness.

Status of emotional intelligence:

The overall result (Table 1) of all the seven components signified the status of emotional intelligence among the respondents. The results indicated that about 55 per cent of the male, 58 per cent of female and 56 per cent of all the respondents were assigned on 1-4 sten scores of emotional intelligence. These results connotated that majority of the respondents had developed lower status of emotional intelligence. Specifically, majority of the respondents were very low in their motivation, self-awareness, conscientiousness, emotional resilience, influence and interpersonal sensitivity hierarchically. These results very clearly notified that there is necessity to develop motivation and self-awareness along with conscientiousness. These components are fundamental resources for the development of emotional resilience, influence and interpersonal sensitivity. Subsequently, a glance at the results figured out that about 32 per cent of male, 29 per cent of female and 31 per cent of all the respondents were placed on 5 and 6 sten scores of emotional intelligence continuum. A critical observation of each component indicated that on the whole, the average result ranged from 19 per cent to 35 per cent hierarchically from interpersonal sensitivity, influence, conscientiousness, emotional resilience, motivation to self-awareness. These results mean that very less percentage of the respondents had developed average emotional intelligence. The observation of high score category denoted that only about 13 per cent of male, female and of all the respondents had developed higher level of emotional intelligence ranging from 6 per cent to 15 per cent, specifically interpersonal sensitivity, influence, emotional resilience, self-awareness, conscientiousness to motivation – hierarchically. These results confirm that very

few respondents had developed higher level of emotional intelligence with high level of intuitiveness. The respondents have manifested low score *i.e.*, 12 per cent, average score with 56 per cent and high score with 33 per cent on intuitiveness. These results mean that these respondents had the tendency to make decisions in difficult situation or with incomplete or ambiguous information with intuitiveness. Further, the value of Chi-square justified that gender was not associated with emotional intelligence. It means that both the male and female respondents had developed similar state of emotional intelligence.

On the basis of overall results of emotional intelligence, it can be concluded that among the respondents about 56, 31 and 13 per cent of them have developed lower, average and higher level of emotional intelligence, respectively. It means that very few of the respondents had developed higher level of the components of emotional intelligence. Male and female respondents had developed similar state of each component of emotional intelligence.

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