

Emotional Intelligence among Universities

Hafsa Ahmed

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National University of Modern Languages, Islamabad, Pakistan E-mail: h.januah@gmail.com.

ABSTRACT

Emotional intelligence is the indispensable factor of all intelligence dimensions. It presents individuals with the capability to recognize one's own feeling and other emotions too, managing it. The purpose of research study is to determine the emotional intelligence among Public and Private Sector Universities and the role of demographic aspects (gender, institution, academic courses and cumulative grade point average (CGPA). The importance of emotional intelligence among university students is crucial since it specifies competencies such as intrapersonal, interpersonal and communication skills. The sample consists of a total of 100 university students from 3 public Universities and 3 private universities were taken randomly. The Bar-On Emotional Quotient Inventory: Short (EQ-i:S) by Bar-On (1997) as research instrument used for measuring emotional intelligence. The scores were classified into high and low emotional intelligence level. The collected results were analyzed based on demographic factors such as gender, institution wise, academic courses and cumulative grade point average (CGPA) in Emotional intelligence. In general, majority of university students shows low emotional intelligence. This research study suggests that higher education institutions need to lighten and enhance university students' emotional intelligence.

Key words: Emotional Intelligence, Public, Private and University.

INTRODUCTION

Emotional intelligence is an indispensable component in augmenting individual's capability and abilities in communication and interpersonal relationships. Psychologist has found out that IQ only adding about 20% of life accomplishment while the remaining 80% comes from other aspects including emotional intelligence (Goleman, 1995). Dulewicz and Higgs (2000) recognized the significance of overseeing feeling as instruments to focus life success. Execution and life achievement is identified with the part of understudies in higher learning organizations. They must be prepared for entering the occupation. Furthermore, abilities are reliant upon the quality of passionate insight. Vital qualities that should be looked into in enthusiastic insight incorporate communicational aptitudes, abilities in English and data innovation abilities. These abilities and skills are identified with passionate insight perspectives, for example, mindfulness, self-motivation; drive control, humanistic abilities and state of mind administration. Goleman (1995) has presented the passionate insight idea in his

book entitled 'Enthusiastic Insight: Why It Can Matter More Than IQ'. From that point forward, enthusiastic knowledge has been talked about broadly in associations, schools and groups all over the world. In schools, instructors have the fundamental goal of verifying understudies will exceed expectations in life by applying the information taught in class. Nonetheless, understudy's prosperity could not be measured in view of scholastic remaining solitary yet should likewise be measured in view of different viewpoints, for example, enthusiastic control (Abisamra, 2000). It is not impossible that individuals who pick up achievement in life are the individuals who were really moderate understudies in schools or universities. Agreeing to Goleman (2001), all activities and choices ought to not be measured in light of general insight alone be that as it may, on the parts of passionate insight. Some may exceed expectations in scholastics however are not able to mingle or comprehend other individuals sentiments. Enthusiastic insight permits individual to comprehend the mind

boggling human communication. It makes a difference individual to deal with his feeling and also others (Abisamra, 2000). The idea of enthusiastic knowledge is additionally talked about in association all together to clarify and focus the viability of work done by specialists. Goleman et al. (2003) infer that when individual accomplish a high enthusiastic insight level, they will have the capacity to perform better at work. According to Thorndike (1920), emotional intelligence encompass of three aspects which are mechanical, abstract and social.

The mechanical intelligence aspect helps students to perform improved in their assignment. Assignments can be done through effective communication, skills in English and the use of information technology skills. These facilities are provided in universities to be able to produce good students with high emotional intelligence level. Aside from the general idea in regards to passionate insight, Mayer et al. (2000) specified that passionate knowledge might likewise be comprehended in light of the approaches by Salovey and Mayer (1990), Bar-On (2000) Goleman (1995). Hopkins and Bilimoria (2008) in their study found that there were no critical contrasts between male and female pioneers in their exhibit of and social insight capabilities. Then again, sex shows moderate the relationship between the exhibition of these capabilities and achievement. Male pioneers were surveyed as more effective notwithstanding when the male and female pioneers showed a proportional level of capabilities. Cavallo and Brienza (2002) found that most studies on enthusiastic insight did not discover contrasts in terms of sexual orientation. Be that as it may, some studies did find contrasts in the middle of male and female in some perspectives. Reiff (2001) has concentrated on the relationship between learning incapacities and sex as far as enthusiastic insight. His specimens incorporate 54 understudies who have learning incapacities (32 male and 22 female) while 74 understudies (24 male and 40 female) were those who did not have any learning incapacities.

The Passionate Quotient Inventory (EQ-i) (Bar-On, 1997) was utilized to gauge the level of passionate insight. This self-report stock measured interpersonal abilities, intrapersonal aptitudes, stress administration, modification and state of mind. Results found that there were no relationship between learning incapacities and sex as far as passionate knowledge. Then again, there were contrasts between understudies who have learning incapacities with who did not have learning incapacities in terms of anxiety administration and conformity. In expansion, there was likewise a contrast between male also, female as far as interpersonal aptitudes. Contrasts were additionally found between learning handicaps and sexual orientation with interpersonal aptitudes. A study by Nursalam (2000) among 116 workers of Indonesian Mail Office found that there were no contrasts in all passionate knowledge measurements (passionate reluctance,

enthusiastic expression also, other individuals enthusiastic cognizance). McCluskey (1997) recommended that enthusiastic insight ought to be presented as a subject in schools. He trusted that school is the ideal organization to instruct passionate knowledge aptitudes such as mindfulness, overseeing feelings, sympathy, correspondence, and collaboration and determining issues. The explanation behind this was on the grounds that folks were found to be excessively occupied with, making it impossible to instruct kids these aptitudes at home. What's more, most youngsters invest a lot of their energy at school with distinctive exercises. This research paper highlights a research to explore the emotional intelligence level of Islamabad university students from demographic aspects (gender, institution, academic courses and CGPA).

Research Objectives

1. To explore Emotional intelligence among public and private sector university.
2. To explore role of demographic variation (gender, institution, academic courses and cumulative grade point average) in determining the emotional intelligence.

Research Questions

1. What is the importance of emotional intelligence among Public and Private Sector Universities?
2. What is the role of demographic variation (gender, institution, academic courses and cumulative grade point average) in determining the emotional intelligence?

RESEARCH METHODOLOGY

Research Design

The research study was a quantitative in nature and questionnaire as research instrument is main tool for data gathering. A cross sectional design was executed on university students from 3 public universities and 3 Private universities in Islamabad.

Population and Samples

The population of research study consisted of students from universities of Islamabad. The sample six universities from which data is collected were Quaid-e-Azam University, NUML, NUST, IIUI, FAST and Foundation University. A total of 100 respondents were selected through stratified random sampling (50 females and 50 males). Stratifications was based on gender (50 males and 50 females) and sector (3 Public and 3 Private) universities. The response rate is 100%.

Table 1. Emotional intelligence and gender.

Variables		Scores		T-Scores
		Low	High	
Emotional intelligence	Male (n=50)	31 (62%)	19 (38%)	23
	Female (n=50)	38 (76%)	12 (24%)	

Table 2. Institution and emotional intelligence.

Variables		Scores		T-Scores
		Low	High	
Emotional intelligence	Private (n=50)	17 (34%)	33 (66%)	48
	Public (n=50)	15 (30%)	35 (70%)	

Research Instrument

Emotional intelligence was calculated using Bar-On Emotional Quotient Inventory: Short (EQ-i:S) by Bar-On (1997). This inventory is the small version consisting of 51 items whereas original version (EQ-i) which contains of 133 items. The research scales includes items such as Intrapersonal Scale (10 items), Interpersonal Scale (10 items), Adjustment Scale (7 items), Stress Management Scale (8 items), General Mood Scale (10 items) and Positive Impression Scale (6 items). Likert Scale point were used ranging from 1 = not true of me to 5 = true of me.

Data Analysis

The gathered data was analyzed using Statistical Package for the Social Sciences (SPSS). Descriptive analysis, t-test and a one way analysis of variance (ANOVA) were employed to determine differences in demographic factors.

RESULTS AND DISCUSSION

Emotional intelligence encompassing the essentials of intrapersonal, interpersonal, adjustment, stress management and general mood. This research study has portrays that in general, 52% of university students have low emotional intelligence shows that more than half of university students have low scores showing weakness in emotional intelligence skills. This situation proof that matter of students soft skills weakness is something that needs to be seriously look upon. The scores of emotional intelligence between 51 to 165 indicates low emotional intelligence level while scores between 166 to 255 indicates high emotional intelligence level. Results found that a total of 52% students have low emotional

intelligence level while 48% have high emotional intelligence level.

Gender Wise Comparison

Analysis on gender wise portrays that the majority of males (31) and females (38) students have low mean scores in emotional intelligence Table 1. A T test was also conducted to seek out significant difference between male and female university students. However, no significant different was found. This result supports the study by Hopkins and Bilimoria (2008), Cavallo and Brienza (2002) and Nursalam (2000). Their study was also found to be non-significant in terms of male and female differences (2008), Cavallo and Brienza (2002) and Nursalam (2000). Their study was also found to be non-significant in terms of male and female differences.

Institution Wise Comparison

The majority of public university students have high emotional intelligence (70%) while private university students (66%) have high emotional intelligence. T-Test was conducted to found out the significant difference between public and private university ().The analysis portrays public university have high emotional intelligence as compare to public university as public universities have received better education including interpersonal skills and soft skills while receiving great teacher attention. They are top achievers and well groomed and their learning environment is more conductive Table 2.

Academic Courses Wise Comparison

The analysis portrays that academic courses taken by university students showing majority of respondents who took courses in science have high emotional intelligence

Table 3. Academic course and emotional intelligence.

Variables		Scores		T-Scores
		Low	High	
Emotional intelligence	Science (n=50)	19 (38%)	31 (62%)	35
	Arts (n=50)	22 (44%)	28 (56%)	

Table 4. CGPA and Emotional Intelligence.

Variables		Scores	
		Low	High
Emotional intelligence	Less than 2.0 (n=20)	9 (45%)	11 (55%)
	2.0-2.5 (n=20)	8 (40%)	12 (60%)
	2.51-3 (n=20)	10 (50%)	10 (50%)
	3.1-3.5 (n=20)	12 (60%)	8 (40%)
	3.51-4.0 (n=20)	5 (25%)	15 (75%)

Table 5. One way analysis.

Variables	DF	Mean Square	F
Emotional intelligence	Between groups 4	1459	5.009**
	Within groups 95	289	
	Total 99		

**p<0.001.

level compared to university students who took courses in Arts Table 3.

CGPA Wise Comparison

For the cumulative grade point average category (CGPA), the university students scores who are in the less than 2.00 category (55%), 2.00 to 2.50 (60%), 2.51 to 3.00 category (50%), 3.01 to 3.50 (40%) category and 3.51 to 4.00 category (75%) have high emotional intelligence level. The results from Table 4 portray that university students having CGPA between 3.51-4 were high emotional intelligence. It further reveals that university students having high CGPA showing excellence and high achievement. This is also supported by Swart (Bar-On, 1990) and Donna (1998) researches where they have found significant differences of emotional intelligence according to academic achievement. Their research study portrays that university student with high CGPA shows high emotional intelligence. A one way analysis of variance was performed, the results portrayed that a significant difference exists between groups for the cumulative grade point average (CGPA) Table 5.

Conclusion

The research study aims to explore Emotional intelligence among Public and Private Sector University. The study was descriptive in nature. The research objective focuses on the importance of emotional intelligence among public and private university and the role of demographic variation (gender, institution, academic courses and cumulative grade point average) in determines the emotional intelligence. On the average, result portrays that emotional intelligence skills of the massive university students are still are low. Thus, a few recommendations are seek out to improve the emotional intelligence level among university students. Soft skills workshop based activities used to improve emotional intelligence and helps to reduce stress management and anger management that will also cultivate the emotional development of university students order to assist them to identify their own emotion and personality. Even though some of these workshops based activities have been employed by the universities either through student's affairs department, faculties, student bodies or clubs; it should be conducted in such a way that it intentionally tell importance of emotional intelligence

among the university students.

The understanding of emotional intelligence has to be in line with the perception of why it is so significant in daily life. Likewise, it should also be focused in the counseling activities and career development. Therefore, emotional intelligence training or leadership style training module should be initiated in direct series. Additionally, university students need to be told the inference of emotional intelligence in their vocation planning. Activities such as how to perform professionally in employment interview may depict to university students in real world situations. Lastly, exposure to other competencies such as motivation, administration and management training should be highlighted. There should be equilibrium between general intelligence (IQ) and emotional intelligence (EQ) in university students learning process is the crucial ingredient to success in life. The shift from educational excellence to general excellence needs a whole paradigm shift in university management which assurance university student success both professionally and emotionally a. University should take its social responsibility in fabricating overall quality graduates.

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