Comparison of Emotional Intelligence of University Students in the Province of Sindh (Pakistan)

Rabia Tabassum, Ph.D., Rehmat Ali Farooq, Ph.D., and Aijaz Ahmed Gujjar, Ph.D. Candidate

Abstract

The study reports findings drawn from an amended version of Wong & Law Emotional Intelligence Scale (WLIS), university students' of Sindh. 600 students from three universities were selected as the sample for the study. Gender wise, the male students and qualification wise the B.Sc. degree holders were found significantly better than their counterparts. There were also some significant differences in terms of the university the students were studying in. The study concludes that the emotional intelligence is positively correlated with age, gender, qualification as well as the educational institution the student is enrolled in.

Key words: Emotional intelligence, Self-Awareness, Self-Management, Social Awareness, Relationship Management

Introduction

Emotional intelligence is the ability to conceive, direct and estimate emotions. There are two schools of thought exist in the field of research: One group of researchers believe that man can be trained to attain and fortify emotional intelligence. Second advocates that it is an innate trait.

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Peter Salovey and John D. Mayer, the foremost researchers define emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one own and others feelings and emotions , to discriminate among them and to use this information to guide one thinking and actions" (Emotional Intelligence , 1990).

Aforementioned researchers suggest a model of EI having four factors: the capability to perceive, understand , reason and manage emotions.

Peter Salovey and John D. Mayer believe that these four aspects of EI vary in respect of nature of process. For instance, simple abilities of perception and expression of emotions are accomplished by the lowest level branch, whereas the highest level is responsible for control of emotions.

In human behavior, successful emotional control occupies a vital role. Modern research in arena of Psychology has established that besides intelligence; social abilities as well as emotional development and control lead man to easily adjust himself in the society and brings about ultimate success in his professional domain. Emotional intelligence enables humans to behave positively in stressful circumstances and helps them to deal with various troubles. The individuals, working in different fields with mature emotional state are capable of controlling their feelings, thus their ratio of achievement is higher as compared to those who don't possess well developed emotional state.

Emotional intelligence inevitably plays multidimensional role in varied walks of life. According to number of researches EI determines academic accomplishment and decision making.

Moreover, it effects development of balanced personality. Our aims and goals of life are guided by our emotional state. For example, a student becomes happy on getting good grade in English.

Subsequently, he/she decides to choose English for higher studies. In other words, positive emotions elucidate perception, clarify vision and strengthen analytic skills.

Simon (1967) opines that emotions hold a fundamental place in psyche of man. Human behavior, his thinking and power of perception is highly controlled and affected by emotions. In this way, emotions act as motivating factor to influence the psychological actions and responses. Emotionally intelligent person can lead more attractive, pleasant and peaceful life.

Wallbolt and Scherer (1989) suggest five predominating factors involved in the experience of emotions: situational estimation, motor expression, behavioral modifications, personal sentiments and inspirational acts. Spector and Goh believe that human actions depend on his /her individual experience, where actions are taken according to the particular condition after judging the environment.

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Bower (1981) proposes that internal and external judgment of information results expression of emotions. Emotions, in man, come about and change depending upon his environmental interaction. According to Fredrickson emotions appear to be tendency having manifold responses, which we express from time to time.

Goleman defines EI as "managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals." According to him EI comprises of four abilities.

Mayer and Salovery (1997b) refer EI as amalgamation of diverse intellectual capabilities i-e to perceive, comprehend and control feelings. Perceiving involves identification and analysis of different states of emotions. It is also related to experiences through senses. In comprehension of feelings, one manages to move from simple emotions to complex ones; how far one's emotions are affected by occurring events and to what extent emotional reactions are expected in social circumference. Emotional regulation refers one's ability to control emotions in him and in others.

Mayer and Salovery (1990b) define EI as a composite whole, entails "the ability to monitor one's and others' feelings and emotions, to discriminate among them and to use these information to guide one's thinking and actions".

Objectives of the Study

This study was based on the following objectives:

1. To describe the emotional intelligence and its importance.
2. To compare the scores of students on emotional intelligence scale gender-wise, qualification-wise, age-wise and university-wise.
3. To suggest some measures and recommendations.

Research Methodology

The research method adopted in this research is descriptive in nature.

Population and Sampling

The population of the study consisted of all the students of Master degree level of the University of Karachi, University of Sindh and Shah Abdul Latif University of Khairpue. 200 students each from all the three universities were considered the sample of the study.

Research Tool Development and Data Collection

Since the study was descriptive in nature, therefore, survey approach was considered appropriate to collect the data. For the purpose, Wong &Law emotional intelligence scale (WLIS) was used

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after some amendments according to culture and environment, the scale was pilot tested and the reliability of the scale was 0.808 (Cronbach's Alpha).

Administration of Research Tool

The finalized emotional intelligence scale was administered on students personally.

Data Analysis

To analyze the data, students' responses were converted into numerical scale. SPSS XII was used to analyze the data. Mean scores was calculated and then independent t -test and ANOVA was run in order to find the significant difference between the mean scores of students on emotional intelligence scale on the selected variables of all the sampled universities.

Findings

Data collected through the emotional intelligence scale was analyzed in terms of mean score, independent sample t-test and ANOVA. The findings drawn out from the data analysis are given below.

Table: 1 Showing ANOVA on all the dimensions of emotional intelligence scale age-wise.

Dimensions	*Source of Variation*	*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig.*
Self-awareness	Between Groups	156.182	3	52.061	2.222	.085
	Within Groups	13965.258	596	23.432		
	Total	14121.440	599			
Self-management	Between Groups	34.978	3	11.659	.728	.535
	Within Groups	9540.287	596	16.007		
	Total	9575.265	599			
Social-awareness	Between Groups	61.163	3	20.388	.935	.424
	Within Groups	13000.110	596	21.812		
	Total	13061.273	599			
Relationship management	Between Groups	72.603	3	24.201	2.078	.102
	Within Groups	6940.730	596	11.646		
	Total	7013.333	599			

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Overall	Between Groups	825.233	3	275.078	1.837	.139	
	Within Groups	89252.365	596	149.752			
	Total	90077.598	599				

It is evident from above table that p-value is less than 0.05 for all the dimensions, so it is concluded that there is no significant difference on all the dimensions of emotional intelligence scale age wise. Age wise all the students are same.

Table: 2 Showing mean difference on all the dimensions of emotional intelligence scale gender-wise

Dimensions	Gender of Respondents	N	Mean	Std. Deviation	df	t-value	p-value
Self-awareness	Male	200	21.0850	5.05823	598	3.035	0.003
	Female	400	19.8175	4.70047			
Self-management	Male	200	18.8200	4.52659	598	1.540	0.124
	Female	400	18.2875	3.69920			
Social-awareness	Male	200	23.2550	4.73520	598	2.227	0.024
	Female	400	22.3575	4.61334			
Relationship management	Male	200	16.2400	3.40003	598	2.064	0.039
	Female	400	15.6300	3.41867			
Overall	Male	200	78.9900	13.24337	598	3.359	0.003
	Female	400	75.4525	11.58029			

It is evident from above table that there is a significant difference on the dimensions of self-awareness, social-awareness, relationship management and over-all emotional intelligence scale in favor of male university students. There is no significant difference on the dimension of self-management. So, it can be concluded from the above table that male students have significantly higher emotional intelligence than their female counter parts.

Table: 3 Showing ANOVA on all the dimensions of emotional intelligence scale qualification-wise

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Dimensions	Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Self-awareness	Between Groups	122.464	4	30.616	1.301	.268
	Within Groups	13998.976	595	23.528		
	Total	14121.440	599			
Self-management	Between Groups	104.694	4	26.173	1.644	.162
	Within Groups	9470.571	595	15.917		
	Total	9575.265	599			
Social-awareness	Between Groups	35.900	4	8.975	.410	.802
	Within Groups	13025.374	595	21.891		
	Total	13061.273	599			
Relationship management	Between Groups	119.100	4	29.775	2.570	.037
	Within Groups	6894.233	595	11.587		
	Total	7013.333	599			
Overall	Between Groups	717.586	4	179.397	1.195	.312
	Within Groups	89360.012	595	150.185		
	Total	90077.598	599			

It is evident from above table that p-value is less than 0.05 for all the dimensions except relationship management, so it is concluded that there is no significant difference on all the dimensions of emotional intelligence scale other than relationship management qualification wise. So it is decided to run POST HOC multiple comparison test on the dimension of relationship management.

Table 4: Showing multiple comparisons on relationship management of emotional intelligence scale

Pairs	Mean Difference	P-value
B.A. vs. B.Sc.	.73928	.023
B.A. vs. M.A	.96838	.037

It is evident from the above table that the students who have B.A. qualification have significantly higher emotional intelligence score than those have B.Sc., and M.A. qualification. So it is Language in India www.languageinindia.com
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concluded that students who have B.A. qualification, have significantly higher emotional intelligence among the group.

Table: 5 Showing ANOVA on all the dimensions of Emotional Intelligence Scale University-wise.

Dimensions	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Self-awareness	Between Groups	752.440	2	376.220	16.800	.0001
	Within Groups	13369.000	597	22.394		
	Total	14121.440	599			
Self-management	Between Groups	338.110	2	169.055	10.926	.0001
	Within Groups	9237.155	597	15.473		
	Total	9575.265	599			
Social-awareness	Between Groups	359.613	2	179.807	8.451	.0001
	Within Groups	12701.660	597	21.276		
	Total	13061.273	599			
Relationship management	Between Groups	610.093	2	305.047	28.441	.0001
	Within Groups	6403.240	597	10.726		
	Total	7013.333	599			
Overall	Between Groups	3419.823	2	1709.912	11.780	.0001
	Within Groups	86657.775	597	145.155		
	Total	90077.598	599			

It is evident from above table that p-value is less than 0.05 for all the dimensions, so it is concluded that there is a significant difference on all the dimensions of emotional intelligence scale. So it is decided to run POST HOC multiple comparison test on all the dimensions.

Table 6: Showing multiple comparisons on self-awareness of Emotional Intelligence Scale.

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Pairs	Mean Difference	P-value
University of Karachi vs. University of Sindh	1.81000	.0001
University of Karachi vs. Shah Abdul Latif University	2.69000	.0001

Table 6 shows that GC University Faisalabad has greater mean score than other two universities on self-awareness of emotional intelligence.

Table 7: Showing multiple comparisons on self-management of emotional intelligence scale

Pairs	Mean Difference	P-value
University of Karachi vs. University of Sindh	1.68500	.0001
University of Karachi vs. Shah Abdul Latif University	1.48000	.0001

Table 7 shows that GC University Faisalabad has greater mean score than other two universities on self-management of emotional intelligence.

Table 8: Showing multiple comparisons on social-awareness of emotional intelligence scale

Pairs	Mean Difference	P-value
Shah Abdul Latif University vs. University of Sindh	1.86000	.0001
University of Karachi vs. University of Sindh	1.25000	.007

Table 8 indicates that University of Education Faisalabad and University of Karachi are better than University of Sindh on social awareness of emotional intelligence scale.

Table 9: Showing multiple comparisons on relationship management of emotional intelligence scale

Pairs	Mean Difference	P-value
Shah Abdul Latif University vs. University of Sindh	2.47000	.0001
Shah Abdul Latif University vs. University of Karachi	1.24000	.0001
University of Karachi vs. University of Sindh	1.23000	.0001

Table 9 shows that Shah Abdul Latif University is better than University of Sindh and University of Karachi on relationship management. University of Karachi is better than University of Sindh on the same aspect of emotional intelligence.

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Table 10: Showing multiple comparisons on over all dimension of emotional intelligence scale

Pairs	Mean Difference	P-value
Shah Abdul Latif University vs. University of Sindh	3.51500	.0004
University of Karachi vs. University of Sindh	5.80500	.0001

Table 10 indicates that University of Education Faisalabad and University of Karachi are better than University of Sindh on over all dimension of emotional intelligence scale.

Discussion

Emotional intelligence differs among individuals and it assists to handle diversity of state of affairs in more efficient manner. This research shows that there is no considerable influence of age in respect of difference in emotional intelligence. But, there exists, difference of emotional traits among pupil of various age groups. All the students can equally regulate and manage their respective feelings in almost all walks of life. Thus, an efficient handling of emotions plays vital role in one's personality.

According to the modern psychological studies achievement of a person largely depends of his / her state of emotional development as well as social capabilities. Male university students appear to have more potent than females in terms of emotional aspects of social management, self-consciousness and self-management. On the contrary, male and female don't vary in respect of self-management.

Emotional intelligence is more reliable factor determining academic achievement as compared to general intelligence. Educational as well as psychological endeavors essentially depend on the emotions as motivating factor. Man needs to manage his behavioral traits in three circumstances: Since humans are inherenlty social, they must manage their relationship with the society. This study reveals that students of B.A possess more efficient emotional intelligence than those who have M.A. and B.Sc.

- Moreover, difference of university seems an important factor of variation. Because, students study in various universities belong to different cultural background. Every institution has its own environment, which shapes personality development of the students. Emotions drive our decisions. Thus, universities cater to a variety of students having varied emotional strengths. And, some institutions are better than others in this respect. For instance, University of Karachi and Shah Abdul Latif University are better compared to the University of Sind. This comparative analysis concludes that the later should offer opportunities to inculcate required emotional intelligence level.

Conclusion

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- Age is an important factor which influences emotional traits and self-consciousness of one's emotional abilities. However, almost all students equally have capacity to manage, control and express their emotions.
- Male students at the university level possess relatively more powerful emotional traits.
- Students of B.A. seem to show higher emotional intelligence than the students of B.Sc. and M.A.
- University of Karachi and Shah Abdul Latif University have better emotional intelligence outcomes as compared to University of Sind.

Recommendations

- Establishment of counseling centers can assist the students of university to achieve desirable state of emotional intelligence.
- Teachers should plan and implement tactics to manage students' emotional levels .
- Variety of programs should be organized for females at the institutions, so that they would gain more emotional intelligence and stability in college.
- It has been observed that with the growth of maturity one's emotional intelligence diminishes, which seems to suggest that institutions and individual students pay greater attention to this trend.
- University of Sind should plan policies to improve emotional intelligence of the students with the assistance of faculty.

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