



EMOTIONAL INTELLIGENCE OF GRADUATE STUDENTS

Dr. T. Manichander

Dr. S. Radhakrishnan Post Doctoral Fellow (UGC), Department of Education, Osmania University,
Hyderabad, Telangana

ABSTRACT

The present study was aimed to find out the emotional intelligence of graduate students. Survey method was conducted on the stratified random sample of 200 graduate students from Karimnagar district, Telangana. The data were collected through Sevenfold Emotional Intelligence Scale (SEIS-KS) developed by Dr. Sarabjit Kaur. The data were analyzed using t-test and F-test. Results found that there was significant difference in emotional intelligence of graduate students with regard to gender, locality, and course of study. Finding indicated that there was no significant difference in emotional intelligence between government and private college graduate students.

Keywords: Emotional Intelligence, Graduate Students.

Introduction

The term 'Emotional Intelligence' was coined in 1990 by John D. Mayer and Peter Salovey to describe a person's ability to understand his or her own emotions and the emotions of others and to act appropriately based on this understanding. Then in 1995, this term popularized by psychologist Daniel Goleman with his book "Emotional Intelligence: Why It Can Matter More Than IQ?".

Emotional Intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and action (Salovey and Mayer, 1990). Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships (Daniel Goleman, 1995). Emotional intelligence may be defined as the capacity to reason with emotion in four areas - to perceive emotion, to integrate it in thought, to understand it and to manage it (Mayer and Salovey, 1997). Emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with the environmental demands and pressures (Reuven Bar-On, 1997).

People with Low Emotional Intelligence...

...tend to not to understand the emotions of others around

them

- ...tend to have poor interpersonal communication skills
- ...tend to have poor coping skills
- ...tend to be insecure
- ...tend to have frequent arguments
- ...tend to be unaware of their emotional triggers
- ...tend to be unable self-sooth
- ...tend to be frequent blaming
- ...tend to have unexpected emotional melt downs
- ...tend to have a lot of interpersonal conflicts, fights, arguments
- ...tend to lack empathy
- ...tend to have difficulty expressing how they feel
- ...tend to avoid introspection
- ...tend to be easily offended
- ...tend to make fast assumptions
- ...tend to act impulsively
- ...tend to have disregard for emotions
- ...tend to often struggle to understand and control their own emotions
- ...tend to hold their negative emotions inside them
- ...tend to be see other's success as a personal threat
- ...tend to think those who disagree with them are too sensitive
- ...tend to come across to others as cold and uncaring

People with High Emotional Intelligence...

...they're not perfectionists

...they're balanced
 ...they're open minded
 ...they embrace change
 ...they're transparent
 ...they don't get easily distracted
 ...they're active listeners
 ...they're empathetic
 ...they're curious
 ...they're able to eloquently speak to their mind
 ...they're self-motivated
 ...they're self-aware
 ...they focus on the positive
 ...they set boundaries
 ...they're not freaked about their future
 ...they're equally comfortable talking with strangers
 ...they're observant

Literature Review

Deepa Sikand Kauts (2016) studied emotional intelligence and academic stress among college students. In order to collect data, 300 students were chosen randomly from 6 degree colleges in Jalandhar city. Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001) and Bisht Battery of Stress Scale (BBSS) by Abha Rani Bisht (Almora,1992) were administered on the sample. Mean, SD, t-test, and 3x2 ANOVA were used for data analysis. Results indicated that the students from science stream experience high stress as compared to students from humanities and commerce streams. Findings showed that emotional intelligence of students has got significant effect on their academic stress. The students with low emotional intelligence reported high academic stress as compared to the students with high emotional intelligence.

Priyanka Datta (2015) conducted a study on emotional intelligence in relation to achievement motivation of undergraduate students. Survey method was conducted on a sample of 240 undergraduate students through stratified random sampling technique from Kolkata. Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. Shubhra Mangal and Achievement Motivation Scale (n-Ach) by Pratibha Deo and Asha Mohan were used to collect the data. t-test analysis indicated that there were no significant differences in emotional intelligence and achievement motivation of undergraduate students based on gender. Correlation analysis showed a significant positive correlation between emotional intelligence and

achievement motivation of undergraduate students.

Suresh Aggarwal and Manoj Kumar Saxena (2012) attempted with a comparative study of emotional intelligence of undergraduate students. Survey method was conducted on the stratified random sample of 150 science/arts/commerce undergraduate students in Kurukshetra, Haryana. t-test analysis revealed that there was a significant difference in emotional intelligence between commerce and science students, between arts and science students and between male and female students, and there was no significant difference in emotional intelligence between commerce and arts students.

Objectives of the Study

- To find out the emotional intelligence of graduate students in terms of gender, locality, type of college and course of study.

Hypotheses

1. There is no significant difference between male and female graduate students in their emotional intelligence.
2. There is no significant difference between rural and urban area graduate students in their emotional intelligence.
3. There is no significant difference between government and private college graduate students in their emotional intelligence.
4. There is no significant difference among B.A., B.Com. and B.Sc. graduate students in their emotional intelligence.

Methodology

The researcher adopted normative survey method. A stratified random sample of 200 graduate students was chosen in Karimnagar district, Telangana. Sevenfold Emotional Intelligence Scale (SEIS-KS) by Dr. Sarabjit Kaur was used for data collection. Statistical techniques such as t-test and F-test were used for data analysis with SPSS 20.0 version.

Data Analysis

Table 1: Emotional Intelligence of Graduate Students based on Gender

Gender	N	Mean	SD	t-value	Remark
Male	100	205.62	15.934	2.366	Significant at 0.05 level
Female	100	211.32	18.063		

Table-1 indicates that the calculated t-value (2.366) is greater than the table value (1.96) at 0.05 level of significance. Hence, the hypothesis-1 is rejected. Comparing the mean scores, female graduate students have better emotional intelligence than male graduate students.

Table 2: Emotional Intelligence of Graduate Students based on Locality

Locality	N	Mean	SD	t-value	Remark
Rural	100	214.50	16.198	5.273	Significant at 0.01 level
Urban	100	202.44	16.147		

Table-2 reveals that the calculated t-value (5.273) is greater than the table value (2.58) at 0.01 level of significance. Hence, the hypothesis-2 is rejected. Comparing the mean scores, rural area graduate students have better emotional intelligence than urban area graduate students.

Table 3: Emotional Intelligence of Graduate Students based on Management

Management	N	Mean	SD	t-value	Remark
Government	100	208.16	16.938	0.254	Not Significant
Private	100	208.78	17.592		

Table-3 shows that the calculated t-value (0.254) is less than the table value (1.96) at 0.05 level of significance. Hence, the hypothesis-3 is accepted.

Table 4: Emotional Intelligence of Graduate Students based on Course of Study

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3673.191	2	1836.595	6.532	.002
Within Groups	55386.629	197	281.150		
Total	59059.820	199			

From Table-4, the calculated F-value 6.532 is significant at 0.01 level. Hence, the hypothesis-4 is rejected. Further, to know which group has more influence on emotional intelligence, post hoc test is applied and the results are given below in Table 4.1.

Table 4.1: Multiple Comparisons

(I) Faculty	(J) Faculty	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Science	Arts	-11.119*	3.121	.001	-18.49	-3.75
	Commerce	-6.644*	2.807	.049	-13.27	-.01
Arts	Science	11.119*	3.121	.001	3.75	18.49
	Commerce	4.475	2.925	.279	-2.43	11.38
Commerce	Science	6.644*	2.807	.049	.01	13.27
	Arts	-4.475	2.925	.279	-11.38	2.43

*The mean difference is significant at the 0.05 level.

Table 4.2: Post hoc Test of Emotional Intelligence of Graduate Students based on Course of Study

Faculty	N	Subset for alpha = 0.05	
		1	2
B.Sc.	62	202.68	
B.Com.	84	209.32	209.32
B.A.	54		213.80
Sig.		.066	.286

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 64.444.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table-4.2 reveals that there is significant difference in emotional intelligence between B.Sc. and B.Com. students and between B.Com. and B.A. students.

Findings

- There is significant difference in emotional intelligence of graduate students in respect of gender, locality and course of study.
- There is no significant difference in emotional intelligence of graduate students with respect to management.

References

- Deepa Sikand Kauts. (2016). Emotional Intelligence and Academic Stress among College Students. *Educational Quest-An International Journal of Education and Applied Social Science*, 7(3), 149-157.
- Mangal, S. K. & Shubhra Mangal. (2015). Emotional Intelligence: Managing Emotions to Win in Life. PHI Learning Pvt. Ltd.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3-34). Basic Books.
- Priyanka Datta. (2015). Emotional Intelligence in Relation to Academic Achievement of Undergraduate Students. *Research Nebula*, III(IV), 204-210. <http://ycjournal.net/ResearchNebula/ResearchDocuments/EmotionalI635577979751607500.pdf>
- Suresh Aggarwal & Manoj Kumar Saxena. (2012). A Comparative Study of Emotional Intelligence of Undergraduate Students. *Scholarly Research Journal for Interdisciplinary Studies*, I(II), 218-225.