

Emotional Intelligence Proficiency in Students Enrolled in Professional Courses

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Abstract

Emotional Intelligence (EI) plays a vital role in both professional and personal success, with research indicating that 80% of a person's success is attributed to their EI, while only 20% depends on IQ. EI refers to the ability to recognize, understand, and manage emotions effectively, both in oneself and others. This study aims to assess the level of EI among undergraduate and postgraduate students in Dehradun. Data was gathered from 780 students across various institutes in Dehradun. The research is organized into eight sections: introduction, concept of EI, key variables, the importance of EI in success, types and attributes of EI, analysis and discussion of findings, conclusions, and suggestions for improvement. The study highlights the significance of emotional intelligence in shaping student success and offers insights into how educational institutions can foster this skill among students. By understanding the emotional dynamics, students can enhance their personal and professional growth, contributing to their overall well-being and achievement. The conclusions and suggestions from this research will help in developing strategies to nurture EI among students for better outcomes in their academic and future careers.

Keywords: Emotional intelligence, Professional students, IQ

Introduction

Emotional intelligence (EQ) is a set of skills or capabilities to recognize and manage their emotions, moods, and impulses effectively. It involves emotional control and use it appropriately as per the required circumstances. It's a practice to use best emotion as per the requirement of the time like empathy, discrimination, moods, stress, courtesy, consideration, and respect. EQ also to avoid negativity like self-doubt, low achievement and procrastination of given assignments.

A "good" personality is not a tool to get success in the life. Clear and sound judgement of circumstances and to use emotions as per that is also required. High EQ is required to manage impulses, effective communication, solve problems and to manage any change easily. These skills will be helpful to get success in their life ahead.

Review of literature

Emotional Intelligence (EI) is a crucial factor in professional and personal success, encompassing self-awareness, mood management and motivation. Emotions are essential for cognitive functioning and have been overlooked by cognitive psychologists. Goleman (1998), revealed that 4/5th persons get success because of their EI, while only 1/5th because of IQ. EI is not a superior trait, with men and women equally capable of increasing it.

Research Methodology

Objective:

This study is conducted to assess the EI of college students in Dehradun. Emotional intelligence is accessed on the basis of different parameters like self-awareness, self-regulation, motivation, empathy, and social skill.

Research Design

Descriptive research is being used for conducting this study with an intention to describe the state of affairs and questionnaire is being used to collect data.

Data collection

There are two sources through which data is collected.

Primary: Primary data is collected through Questionnaire.

Secondary: Books, reports and websites were used as a source of secondary Data.

Data collection methods

Questionnaire: It is the most effective method of generating data. A detailed questionnaire comprising of 19 close ended questions covering several aspects of competency mapping in Alps Industry. The type of scaling which is used in the research is Likert’s Summated Scaling because it increases the degree of internal consistency in the set of statement and also respondents find easy respond because they have wide range of answers to choose.

Sampling

The random sampling method is being used under this study for giving equal opportunity to each element of the population.

Sample Size: 780

Sample unit: U.G and P.G students

Sample area: Different Institutes of Dehradun.

DATA ANALYSIS AND INTERPRETATION

An attempt was made to classify the respondents on the basis of their education. For this they were categories as those pursuing Under Graduate courses and Post Graduate courses. The information thus receive is presented in the table 1.

Table 1. Education of respondents

	f	%
Valid Unger Graduate	300	38.5
*Post Graduate	480	61.5
Total	780	100.0

Inference: The data presented in the above table 1 reveals that majority of the respondents are of doing post graduate courses, as it was indicated 61.5% respondent in the sample and remaining 31.5% respondents are of those doing under graduate courses. Analysis signifies that sample is dominated by those students who are doing post graduate courses.

An attempt was made to classify the respondents on the basis of action taken by them or factor influence most it while making important decisions. The information thus receive is presented in the table 2.

Table 2. Action taken in making important decisions by respondents

	f	%
Valid Follow my instinct.	650	83.3
Rely on direction from other people.	20	2.6
Go with the easiest option.	80	10.3
Guess randomly.	30	3.8
Total	780	100.0

The data presented in the table 2 and reveals that majority of the respondents are those who follow their instincts while making important decisions as it was indicated by 83.3% respondent in the sample. 10.3% of the respondents go with the easiest option, 3.8% guess randomly and remaining 2.6 rely on direction from other people. Analysis signifies that sample is dominated by a group of student who follow their instinct while making important decision.

An attempt was made to classify the respondents on the basis of statements best describes them in making friends. The information thus receive is presented in the table 3.

Table 3. Statements best describes you.

	f	%
Valid I am good in knowing and making new friends.	220	28.2
I treat other in a good manner, but I make true friends only after knowing them deeply.	490	62.8
I am not good in knowing and making new friends.	70	9.0
Total	780	100.0

An attempt was made to classify the respondents on the basis of their responses on habit of annoying by the classmates. For this they were ask to response on some possible alternatives. The information thus receive is presented in the table 4.

Table 4. Response on habit of annoying by classmates

	f	%
Valid Tell your friends what is bothering you.	637	81.6
Make a complaint about the behavior to your other who is bullying you.	41	5.3
Talk about your friends behind his back.	20	2.6
Suffer in silence	82	10.5
Total	780	100.0

An attempt was made to classify the respondents on the basis of their responses on suddenly assigned another work. For this they were ask to response on some possible alternatives. The information thus receive is presented in the table 5.

Table 5. Response on suddenly assigned another assignment

		f	%
Valid	Anxious about getting all the assignments done.	471	60.5
	Overwhelmed by the assignments before you.	20	2.6
	Angry that your teachers didn't notice about your excessive load.	248	31.6
	Feel depressed and think that you are not capable to finish your all assignments on time.	41	5.3
	Total	780	100.0

An attempt was made to classify the respondents on the basis of their reactions after teased by a classmate or teacher. The information thus receive is presented in the table 6.

Table 6. Reaction of respondents after teased by a classmate or teachers

Valid	Never	185	23.7	23.7	23.7
	Occasionally	267	34.2	34.2	57.9
	Sometimes	328	42.1	42.1	100.0
	Total	780	100.0	100.0	

An attempt was made to classify the respondents on the basis of their attitude towards friends in difficulty. The information thus receive is presented in the table 7.

Table 7. Attitude of respondents towards friends in difficulty

		f	%
Valid	Help them personally	616	78.9
	See if you can get someone to help them	124	15.9
	Let them work out their own problems.	20	2.6
	Report the issue to their supervisor.	20	2.6
	Total	780	100.0

An attempt was made to classify the respondents on the basis of their responses on negative rumor about individual by opponent. The information thus receive is presented in the table 8.

Table 8. Response on negative rumor about you by opponent

		f	%
Valid	Publicly neglect the rumor	247	31.6
	Start a rumor about the opponent	20	2.6
	Resolve to let it pass	410	52.6
	Get upset, but take no action.	103	13.2
	Total	780	100.0

An attempt was made to classify the respondents on the basis of their responses on fight with classmates (verbally or physically). The information thus receive is presented in the table 9.

Table 9. Response on fight with you (verbally or physically)

		f	%
Valid	Ignore	170	21.8
	Try to Work Thing	260	33.3
	Fight Back	350	44.9
	Total	780	100.0

The data reveals that majority ignore the situation as it was indicated 44.9% respondent in the sample. 33.3% respondent try to work thing out and remaining 21.8% believes in fight back. Analysis signifies that sample is dominated by those who believes in ignoring the situation when fight with you.

An attempt was made to classify the respondents on the basis of their most common emotion. The information thus receive is presented in the table 10.

Table 10. Your most common emotion

		f	%
Valid	Happy	555	71.1
	Content	102	13.1
	Stressed	123	15.8
	Total	780	100.0

The data reveals that majority are those who have happy as a most common emotion as it was indicated 71.1% respondent in the sample. 15.8% respondent who have stressed and remaining 13.1% have content as their most common emotion. Analysis signifies that sample is dominated by those who have happy as their most common emotion.

An attempt was made to classify the respondents on the basis of their choice to work alone or with a group. The information thus receive is presented in the table 11.

Table 11. Choice to work alone or with a group or team

		f	%
Valid	Alone	123	15.8
	With Group	657	84.2
	Total	780	100.0

The table 11 reveals that majority like to work with a group or team as it was indicated 84.2% respondent in the sample and remaining 15.8% who like to work alone. Analysis signifies that sample is dominated by those who like work with a group.

Factor analysis

Respondents were asked to respond on the different statements to access their EQ level. The exploratory factor analysis and the reliability analysis (Cronbach's Alpha test- α) were used and data extracted is stored in Table 12.

Table 12. Reliability Statistics

α	N
.715	80

Table 13. Communalities

	Initial	Extraction
I am good to control my anger when verbally attacked.	1.000	.592
I am good to deal with others' grief, even those in close relationship to me.	1.000	.650
I often experience angry or fearful when physically threatened.	1.000	.784
I can decide to love another and then do so.	1.000	.664
I am good to deal with others' anger and hate.	1.000	.775
I often experience worry in some situations.	1.000	.764
I also feel shame some time.	1.000	.742

I show my anger in certain situations or with specific people.	1.000	.682
I also feel guilty sometimes for my past.	1.000	.876
There are times when I feel degraded and humiliated.	1.000	.880
I often experience anxious about some situations.	1.000	.680
Sadness keeps recurring for me over specific issues.	1.000	.698
I also feel Jealous some time.	1.000	.724
I often experience depressed.	1.000	.752
I endure persistent stress in my life.	1.000	.643
I feel comfortable to hug other adults.	1.000	.784
I often experience my own wracking sobs and tears.	1.000	.799
I can express my deep love and emotions with a specific partner.	1.000	.714
I feel great at release of my sobs & tears.	1.000	.815

Extraction Method: Principal Component Analysis.

Table 14. Rotated Component Matrix (a)

	Component						
	E1	E2	E3	E4	E5	E6	E7
I often experience my own wracking sobs and tears.	.870						
I often experience worry in some situations.	.812						
I often experience depressed.	.716						
I endure persistent stress in my life.	.631						
I feel comfortable to hug other adults.		.828					
I can express my deep love and emotions with a specific partner.		.820					
I am good to deal with others' anger and hate.		.554					
There are times when I feel degraded and humiliated.			.906				

I also feel Jealous some time.		.661				
I often experience anxious about some situations.			.787			
I am good to deal with others' grief, even those in close relationship to me.			-.623			
I also feel shame some time.			.542			
I often experience angry or fearful when physically threatened.				.753		
I can take decision to love another and to follow.				.679		
I also feel guilty sometimes for my past.					.902	
I often experience sad over specific issues.					.561	
I feel great at release of my sobs & tears.						.882
I am good to control my anger when verbally attacked.						.466
I show my anger in certain situations or with specific people.						.443

Extraction Method: Principal Component Analysis.

The study identifies seven factors that contribute to emotional intelligence in students. Self-awareness (E1), emotional resilience (E2), motivation (E3), interpersonal sensitivity (E4), influence (E5), intuitiveness (E6), and conscientiousness (E7) are the main components. Self-awareness refers to the ability to cope with stress and worry, while emotional resilience involves being comfortable with emotional love and expressing love in various ways. Motivation is the ability to cope with feelings of degradation and jealousy, while interpersonal sensitivity involves being comfortable with others' grief and anxiety. Influence is the ability to decide to love another person when threatened, while intuitiveness refers to feelings of guilt and sadness over past actions. Some of the actions is tabulated in Table 13. Conscientiousness is the ability to release emotions and avoid anger in certain situations. Actions related to Conscientiousness is shown in Table 14.

Table 15. Mean of educational level of respondents

Education level	E1	E2	E3	E4	E5	E6	E7
UG	2.3250	2.7889	2.3167	2.8667	3.2333	3.3333	4.0444
*PG	2.6146	2.2639	2.4063	2.9236	3.6458	3.3333	3.3889
Total	2.5032	2.4658	2.3718	2.9017	3.4872	3.3333	3.6410

As is evident from the rating, the students are doing P.G courses are more conscientiousness while students doing P.G courses less emotional resilience power which is listed in Table 15. Among all are variables of emotional intelligence the U.G students are less motivated. And intuitiveness among all U.G and P.G is almost same.

Table 16. ANOVA

		Sum Of Squares	Df	Mean Square	F	Sig.
E1	Between Groups	1.548	1	1.548	1.590	.211
	Within Groups	74.014	778	.974		
	Total	75.562	779			
E2	Between Groups	5.088	1	5.088	3.268	.075
	Within Groups	118.320	778	1.557		
	Total	123.409	779			
E3	Between Groups	.148	1	.148	.149	.701
	Within Groups	75.570	778	.994		
	Total	75.718	779			
E4	Between Groups	.060	1	.060	.132	.717
	Within Groups	34.409	778	.453		
	Total	34.469	779			
E5	Between Groups	3.141	1	3.141	2.491	.119
	Within Groups	95.846	778	1.261		
	Total	98.987	779			
E6	Between Groups	.000	1	.000	.000	1.000
	Within Groups	71.333	778	.939		
	Total	71.333	779			
E7	Between Groups	7.934	1	7.934	13.982	.000
	Within Groups	43.126	778	.567		
	Total	51.060	779			

As it is evident from the table 16 that calculated value of $F >$ tabulated value ($F=2.37$) AT 5 % level of significance in Emotional Resilience, Influence and **Conscientiousness**. So, null hypothesis is rejected indicating that there is significance different in the different variables of the emotional intelligence across the different level of education of students. On the similar pattern it can be seen that calculated value of F is less than the tabulated value ($F=2.37$) AT 5 % level of significance in self- awareness, motivation, interpersonal sensitivity. Hence null hypothesis is accepted indicating there is no significance difference in the in the different emotional intelligence factor across the different level of education of students i.e., U.G and P.G students at Dehradun.

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Table 17. Mean of Gender of respondents

GENDER	E1	E2	E3	E4	E5	E6	E7
Male	2.6571	3.1524	2.4143	3.1143	3.6000	3.6000	3.3048
Female	2.3779	1.9070	2.3372	2.7287	3.3953	3.1163	3.9147
Total	2.5032	2.4658	2.3718	2.9017	3.4872	3.3333	3.6410

Mean of different factor of respondents across the gender categories reveals that all the variable of emotional intelligence across the male categories are higher as compared to female except consciousness which can be seen from Table 17.

Table 18. ANOVA With Gender

		Sum of Squares	df	Mean Square	F	Sig.
E1	Between Groups	1.504	1	1.504	1.544	.218
	Within Groups	74.057	778	.974		
	Total	75.562	779			
E2	Between Groups	29.927	1	29.927	24.330	.000
	Within Groups	93.482	778	1.230		
	Total	123.409	779			
E3	Between Groups	.115	1	.115	.115	.735
	Within Groups	75.603	778	.995		
	Total	75.718	779			
E4	Between Groups	2.869	1	2.869	6.900	.010
	Within Groups	31.600	778	.416		
	Total	34.469	779			
E5	Between Groups	.808	1	.808	.626	.431
	Within Groups	98.179	778	1.292		
	Total	98.987	779			
E6	Between Groups	4.515	1	4.515	5.135	.026
	Within Groups	66.819	778	.879		
	Total	71.333	779			

E7	Between Groups	7.179	1	7.179	12.433	.001
	Within Groups	43.881	778	.577		
	Total	51.060	779			

Anova analysis of various mean with gender categories was done with the assumption that there is no significant difference on the means on the different emotional intelligence factor among the students of different gender categories. Since calculated value is greater than tabulated (Table 18) value of mean of variable like **Resilience, Inter Personal Sensitivity, Intuitiveness, Consciousness**, hence null hypothesis (H₀) is rejected. There is no significant difference on the means on the different emotional intelligence factor among the students of different gender categories However null hypothesis is accepted in case of variable like **Self Awareness, Motivation, Influence** indicating that there is no significant difference of these factor across students of different gender categories.

Conclusion

The current study on Emotional Intelligence was done on a total sample of 78 male and female students doing professional courses in the different institute of Dehradun area. Established questionnaire was used. The mean scores on all the five components indicate a lead in the males over the females. The analysis reflects that there is no significance difference in the in the different emotional intelligence factor across the different level of education of students i.e., U.G and P.G students at Dehradun. However, when it was cross checked across the gender categories it was found that the mean difference between male and female is statistically significant with respect to Resilience, Inter Personal Sensitivity, Intuitiveness, Consciousness. The future of this war torn; conservative society is dependent on the efficacy of these students who are in the final career level of education possible in the country. The 'average' level of emotional competency indicates that these students lack emotional competency essential for making their career personally successful and socially meaningful.

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