

# Review of Research

International Online Multidisciplinary Journal

ISSN : 2249-894X

Impact Factor 3.1402 (UIF)

Volume -5 | Issue - 6 | March - 2016



## EMOTIONAL INTELLIGENCE AMONG DEGREE COLLEGE STUDENTS



**Dr. Mallikarjun H. Krishnakar**  
PDF Fellow, Dept.of Psychology, Gulbarga University, Kalaburagi.

### ABSTRACT:

*The major aim of the present study was to assess the Emotional intelligence among degree college student. The sample of 120 (60 Boys and 60 Girls) students was chosen from Gulbarga district on whom the Emotional intelligence Scales were administered. After scoring, the data were subjected to  $t$  – test. The results revealed that there is significant difference in Emotional intelligence of the sample subgroups. The study also revealed significant gender differences in the amount of Emotional intelligence.*

**KEYWORDS :** *Emotional intelligence , thinking and actions.*

### INTRODUCTION:

The term emotional intelligence was coined by Peter Salovey and John Mayer (1990) and defined EQ as “the ability to monitor one’s own and other’s feelings, to discriminate among them, and to use this information to guide one’s thinking and actions”. The concept was then popularized by Daniel Goleman in 1995 and defined Emotional Intelligence and Stress Resiliency 3 EQ as, “the capacity for recognizing our

own feelings and those of others, for motivating ourselves, for managing emotions well ourselves and in our relationships.” More specifically, Mayer and Salovey (1990) divided emotional intelligence abilities into four areas in their four-branch model as: (i) perceiving and expressing emotions (ii) assimilating emotions in thought, (iii) understanding emotions, (iv) reflectively regulating emotions. On the other hand, Goleman divided emotional intelligence into five emotional competencies as: (i) self-awareness, (ii) mood management, (iii) self-motivation, (iv) empathy, and (v) managing relationships. Emotional Intelligence, Daniel Goleman described two of the pre-eminent programs, a class in some New Haven schools, and the Self-Science curriculum. As the benefits of emotional intelligence have become more widely recognized and investigated, several implementation strategies have been designed. These include assessments, training programs, and educational curricula that assist educators to build emotional intelligence.

In the last decade or so, science has discovered a tremendous amount about the role of emotions play in individual’s life. Emotions are the root forces in the dynamics of human behaviour and personality. But it has been seen that within families, schools and society as a whole, this aspect has often been overlooked. Emotional intelligence is the efficiency of a person to deal with emotions effectively (Bhardwaj & Sharma, 1995). Mayer et al. (2000) in an attempt to clarify the plethora of definitions of emotional intelligence suggested that there are mixed and mental ability model of emotional intelligence. Mixed models encompass social and emotional competencies that include aspects of social skills and personality (Goleman, 1995, 1998), while mental ability model explore the interaction between emotion and cognition. Based on Goleman’s (1995, 1998) mixed model, motivation forms a subset of emotional intelligence. Other emotional intelligence researchers reject this notion, arguing that they are related, yet separate constructs (Jordon et al, 2003; Mayer & Salovey, 1997). The link between emotions and motivation has been explicitly stated in a broad range of research (Frijda, 1994; Zurbriggen & STurman, 2002). Goleman saw motivation as a prime antecedent of behaviour while formulating his concept of emotional intelligence. According to Mayer and Salovey (1997), motivation co-varies but is not a part of the emotional intelligence construct. Similarly Christie, Jordon, troth and Lawrence (2007) reported that motivation is a factor related to emotional intelligence but it is not a component part of it. Therefore, an attempt is made in this paper to study emotional intelligence among Degree College students selected from Gulbarga

#### **OBJECTIVES:**

1. To assess the impact of gender on emotional intelligence among degree college students.
2. To assess the impact of private and government on emotional intelligence among degree college students.
3. To assess the impact or rural and urban on emotional intelligence among degree college students.

#### **HYPOTHESES:**

1. There would be significant difference between boys and girls degree college students with regard to their emotional intelligence.
1. There would be significant difference between private and government degree college students with regard to their emotional intelligence.
2. There would be significant difference between rural and urban degree college students with regard to their emotional intelligence.

#### **TOOLS:**

##### **Mangal Emotional intelligence scale.**

The scale was adapted by Dr.S.K.Mangal & Mrs.Shubhra mangal. It consisted of 100 items and sub divided into four components having 25 items in each category.

1. Intra – personal Awareness (own emotions)
2. Inter- personal Awareness (other emotions)
3. Intra- personal management (own emotions)
4. Inter- personal management (other emotions)

In a two point rating scale varying from the response of yes or no, with regard to degree of emotional intelligence. The higher the value of the score in the more the emotional intelligence

**STATISTICAL ANALYSIS:**

The obtained data were subjected to statistical analysis such as means SD's, 't' values and analysis of variance to test the hypotheses.

**RESULTS AND DISCUSSION:**

The major objective of the study is to examine the differences in emotional intelligence between male and female degree college students. The sample was further classified into two groups of rural, urban, government and private. Emotional intelligence by administering mangal emotional intelligence inventory was administered. The emotional intelligence scores were analyzed with the help of t-test. Thus the means SD and t-values are presented in tables.

**Table: No.1 shows the Mean, SD and t-value of Emotional Intelligence of total (N=120).**

Gender	N	Mean	SD	t-value
Boys	60	80.48	28.72	6.62**
Girls	60	74.05	29.76	

\*\*Significant at 0.01 level.

Table no:1 shows the mean, SD and t-value of Emotional intelligence of male and female degree college students. The mean scores of male is 80.48 and female is 74.05. the mean score of female is a lower than the male. The t-value of 6.62 is significant at 0.01 levels. This is clearly shows that male students have high emotional intelligence than female.

**Table: No.2 shows the Mean, SD and t-value of Emotional intelligence of the Government and private degree college student (N=120).**

EMOTIONAL INTELLIGENCE	N	Mean	SD	t-value
GOVERNAMENT	60	16.36	3.20	8.81**
PRIVATE	60	20.20	2.22	

\*\*Significant at 0.01 level.

Table:No.2 shows the Mean, SD and t-value of Emotional Intelligence of Government and private degree college students. The means scores of Government is 16.36 and private is 20.20. The mean score of Government is a lower than the private. The t-value of 8.81 is significant at 0.01 levels. This is clearly shows that private college students have high Emotional intelligence than Government.

**Table: No.3 shows the Mean, SD and t-value of Emotional intelligence of the rural and urban degree college student (N=120).**

EMOTIONAL INTELLIGENCE	N	Mean	SD	t-value
RURAL	60	82.27	30.89	7.51**
URBAN	60	92.44	24.42	

\*\*Significant at 0.01 level.

Table:No.3 shows the mean SD and t-value of Emotional intelligence of rural and urban degree college students. The mean scores of rural is 82.27 and urban is 92.44. The mean score of rural is a lower than the urban. The t-value of 7.51 is significant at 0.01 levels. This is clearly shows that urban students have high emotional intelligence than rural.

**FINDINGS:**

1. There is significant difference between boys and girls degree college students on their emotional intelligence.
2. There is significant difference between government and private degree college students on their emotional intelligence.

3. There is significant difference between urban and rural degree college students on their emotional intelligence.

**BIBLIOGRAPHY:**

- Bharadwaj, R. & Sharma, A. (1995). Emotional competence among handicapped and
- Frijda, N. H. (1994). Emotions are functional most of the time. In P. Ekman & R. J. Davidson (Eds.). *The Nature of Emotion: Fundamental Questions*. New York: Oxford University Press.
- Goleman, D. (1995). *Emotional Intelligence at Work*. New York: Bantam Books.
- Goleman, D. (1995). *Emotional Intelligence: Why it Matter More than IQ*. New York: Bantam Books.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- intelligence. In R. Sternberg (Ed.) *Handbook of Emotional Intelligence*. Cambridge University Press: NewYork.
- Mayer, J. D., Salovey, p. & Caruso, D. R. (2000). Competing models of emotional intelligence. In R. Sternberg (Ed.) *Handbook of Emotional Intelligence*. Cambridge University Press: NewYork.
- Mayer, J. D., Salovey, p. & Caruso, D. R. (2000). Competing models of emotional non-handicapped children. *Psychological Reviews*. 44(9-10); 1-6.
- Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185-211.