A COMPARATIVE STUDY TO MEASURE AND COMPARE THE EMOTIONAL INTELLIGENCE OF THE STUDENTS OF THE ISLAMIA UNIVERSITY OF BAHAWALPUR ON SELECTED VARIABLES

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ABSTRACT

The main purpose of the paper was to find out the emotional intelligence of the students of faculty of education of the Islamia University of Bahawalpur. In order to get the desire end Wong & Law emotional intelligence scale (WLIS) was used 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). There are six departments in faculty of education, 300 students of master level, 50 each from each department was considered as sample of the study. After getting the data the data was tabulated and analyzed by using (SPSS XII) in terms of mean, independent sample t-test and one way ANOVA. The study reveals that there is no significant difference between the scores of male and female students. The students from Geography department having the highest score and the students from Psychology department having the lowest score. The score of the Geography department is significantly better than the scores of Psychology department and Social work department, while there is no significant difference among other departments. There is no significant difference between the scores of science graduates and arts graduates on WLIS. The students having the age group 27-29 years having the highest score, while the students having the age group of 20-23 years having the lowest score and there is no significant difference among the students on variable of age. The study shows that age is directly proportional to the scores on WLIS. The study leads to several conclusions and recommendations.

Key Words: Emotional intelligence, Variables, WLIS.

INTRODUCTION

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic.

Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence", they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990).

Salovey and Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion, and the ability to manage emotions.

According to Salovey and Mayer, the four branches of their model are, "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion" (1997).

Effective management of emotions is an important aspect of behavior. Recent investigations in the field of personality indicate that emotional maturity and social skills, along with intelligence, bring adjustment and

success in one's life. An emotionally intelligent person can manage his/her feelings in a better way and cope with stresses, with the effective ability to solve problems. It is said that an emotionally intelligent person is the one who is capable of managing ones feelings and emotions in various aspects of one life. Such a person, consequently, is well adjusted and are more successful in various areas of educational and other professional fields.

Emotional intelligence has been found as a reliable predictor of academic achievement than general intelligence. A large amount of research work done in the last century concluded that the higher the intelligence the better the academic performance. The results of different researches indicated that emotions, being the most significant and influential component of personality, extremely plays an important role in ones well being. These are emotions, which help us to make important decisions of our life. Emotions facilitate our attitude and behaviour towards the attainment of our goals. For instance, joy at getting "A" grade in the subject of English and then later deciding to pursue a Master degree in the same subject. Therefore, it can be said that healthy emotions give clarity in perception, thinking and analyzing every day life situations.

On the other hand, emotions can negatively impact ones behaviour if they are not dealt properly or they remain unfulfilled. Unfulfilled emotions tend to adversely affect the creativity and success of pupils. Further more, unhealthy emotional state also leads to the development of different psychological problems, which significantly influences one's personal, social and occupational life.

According to Simon (1967) emotions have a central role in human psyche and they have profound influence on one's thoughts, perceptions and behaviours. Thus, it is appropriate to say that emotions are the essential motivating force behind all the psychological activities. These make life more meaningful, colorful and tasteful. These energize the individual physiologically, force attention towards events and objects that are particularly relevant to well being and induce action. According to Wallbolt and Scherer (1989) there are five components, which are involved in the experience of emotions:

evaluation of situation, physiological changes, motor expression, motivation for action and subjective feeling state. Spector and Goh (2001) suggested that individuals are active agents at their own experience who monitor and evaluate the environment and take actions that are deemed appropriate for the situation.

According to Bower (1981) emotions are the result of evaluation of internal and external pieces of information. These basically arise and change in response to a person's interaction with his /her environment, where as according to Fredrickson (2000) emotions are multi component response tendencies that unfold over a relatively short time span. An emotional process begins with an individual's assessment of the personal meaning of some antecedent event and in the views of Lazarus (1991) this process is "personal environment relationship" or "adaptational encounter". This appraisal process triggers a flow of response tendencies, which may be manifested across loosely coupled component systems, such as subjective experience, facial expressions and physiological changes. Emotions differ from moods.

According to Mayer & Salovey (1997) and Salovey & Mayer (1990) emotional intelligence refers to an ability to perceive and recognize emotions, to assimilate emotions, to understand the message and meaning of the emotions. Emotional intelligence is the ability of managing and regulating emotions.

Goleman (1998) describes emotional intelligence as "managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals." According to Goleman, the four major skills that make up emotional intelligence are:

• Self-Awareness

• Self-Management

• Social Awareness

• Relationship Management.

According to Mayer and Salovey (1997b) emotional intelligence reflects not a single trait or ability but, rather a composite of distinct emotional reasoning abilities: perceiving, understanding and regulating emotions.

Perceiving emotions consists of recognizing and interpreting the meaning of various emotional states, as well as their relations to other sensory experiences. Understanding emotions involves comprehension of how basic emotions are blended to form complex emotions, how emotions are affected by events surrounding experiences and whether various emotional reactions are likely in given social settings. Regulating emotions encompasses the control of emotions in oneself and in others. An individual's emotional intelligence is an indication of how he or she perceives, understands and regulates emotions. According to Salovey and Mayer (1990b) as a whole, emotional intelligence is a form of intelligence that involves "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use these information to guide one's thinking and actions".

It can be concluded that different people have different abilities regarding the management and regulation of emotions. An emotionally intelligent person would be the one who acknowledges emotions in himself /herself, has an ability to express them appropriately in given social context, understands and accepts others emotions, have an ability to maintain fruitful relationships with others. He /she has positive self image, handles stressful situations wisely and knows how ones emotions affects thinking and behavior. Such a person has an accurate perception of ones own and others emotions. Emotional intelligence is knowing when and how to express emotions as it does with controlling it.

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 department wise.

3. To suggest some measures and recommendations.

Research Methodology

Population and Sampling

The population of the study consisted of all the students of Master degree level of The Islamia University of Bahawalpur. 50 students each from all the six department of faculty of education were considered as 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 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 departments of the faculty of education, the Islamia university of Bahawalpur.

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 shows that the mean score of male respondents is higher, but when it was compared with female at 0.05 significant level, the 't'-value obtained is less than 1.96 and p-value is greater than 0.05, so it is found that the mean score of male respondents is higher but that difference is not significant. It is concluded from Table 1

Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	't'-value	p-value
Male	81	74.8765	10.28759	1.14307			
Female	219	73.5799	9.89703	.66878	298	0.997	0.320

Table 1. Showing the mean difference between the male and female students on emotional intelligence scale

that both male and female respondents are having the same mean score on emotional intelligence scale.

Table 2 shows that the department of Geography is having the highest score which is 77.90, then Education department with mean score of 75.84, then Department of Fine arts with 74.52, then Department of Educational Training with 72.36, then Department of Social Work with 72.24 and at the end is the Department of Psychology with mean score of 70.72. It is concluded from the Table 2 and Figure1 that highest mean score is 77.90 in favour of Department of Geography and lowest mean score is 70.72 in favour of Department of Psychology.

It is evident from Table 3 that F-value is high and p-value is less than 0.05. This shows that there is a significant difference among the departments on emotional

Department of Respondents	Mean	N	Std. Deviation
Geography	77.9000	50	8.04135
Education	75.8400	50	6.84928
Fine Arts	74.5200	50	11.57626
Educational Training	72.3600	50	9.54636
Social Work	72.2400	50	10.72202
Psychology	70.7200	50	11.08233
Total	73.9300	300	10.00327

Table 2. Showing the mean score on Emotional Intelligence scale department wise in descending order
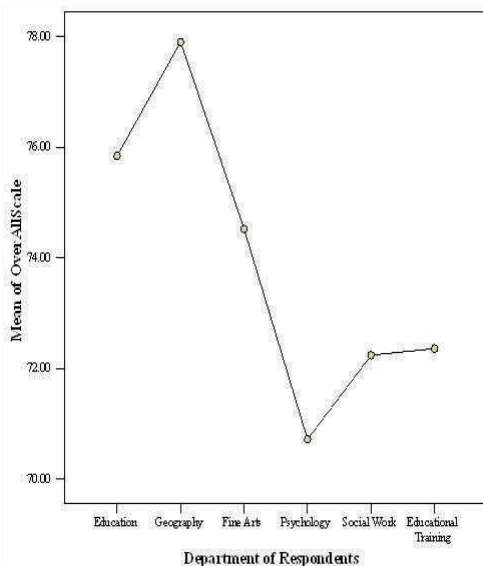

Figure 1. Showing the mean plots of mean scores of departments on Emotional Intelligence scale

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1769.110	5	353.822	3.695	.003
Within Groups	28150.420	294	95.750		
Total	29919.530	299			

Table 3. Showing the ANOVA on over all mean scores of Departments on Emotional Intelligence scale

intelligence scale. So it is decided to run POST HOC multiple comparisons.

Table 4 shows that Department of Geography is significantly better than Departments of Psychology and Social work. So it is concluded that Department of Geography is significantly better and Department of Psychology is significantly lower among the departments on emotional intelligence scale.

Table 5 shows that when multiple comparisons POST HOC tukey test was run, it produced two sub sets, according to these sub sets there is no significant difference among educational training, fine arts, education and geography and there is no significant difference among psychology, social work, educational training, fine arts and education. On the other hand geography is significantly better than psychology and social work.

Pairs	Mean Difference	Std. Error	p-value
Geography vs Psychology	7.18000	1.95704	.004
Geography vs Social Work	5.66000	1.95704	.047

Table 4. Showing the multiple comparison among the Department on Emotional Intelligence scale

Department of Respondents	N	Subset for alpha = .05	
		1	2
Psychology	50	200	
Social Work	50	400	
Educational Training	50	72.3600	72.3600
Fine Arts	50	74.5200	74.5200
Education	50	75.8400	75.8400
Geography	50		77.9000
p-value		.097	.055

Table 5. Showing the subsets on multiple compassions among the Department

It is evident from Table 6 that the mean score of science graduates is higher, but when it was compared with arts graduates at 0.05 significant level, the 't'-value obtained is less than 1.96 and p-value is greater than 0.05, so it is found that the mean score of science graduates is higher but that difference is not significant. From Table 6 and Figure 2 it is concluded that both science and arts graduates are having the same mean score on emotional intelligence scale.

Table 7 shows that respondents having the age group 27-29 years are having the highest mean score, than the age group 24-26 years and 20-23 years age group. From the Table 7 and the Figures 3 and 4, it can be concluded that emotional intelligence increased with age and it is directly proportional to the age.

It is evident from the Table 8 that F-value is low and p-value is greater than 0.05. This shows that there is no significant difference among the respondents age wise on emotional intelligence scale.

Qualification of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
B A	269	73.7770	9.70625	.59180			
B Sc	31	75.2581	12.39615	2.22641	298	0.780	0.436

Table 6. Showing the mean difference between science graduates and arts graduate on Emotional Intelligence scale
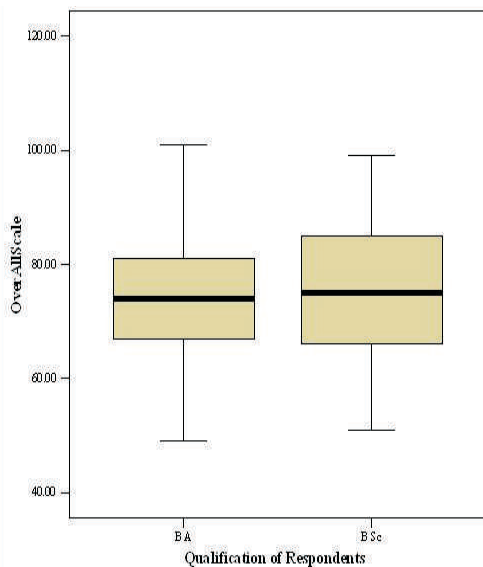

Figure 2. Showing the box plot of mean score on Emotional Intelligence qualification wise

Age of Respondents	Mean	N	Std. Deviation
27-29 Years	80.7500	8	9.42262
24-26 Years	75.7500	36	10.65397
20-23 Years	73.4609	256	9.85734
Total	73.9300	300	10.00327

Table 7. Showing the mean score of respondents age wise on Emotional Intelligence scale in descending order
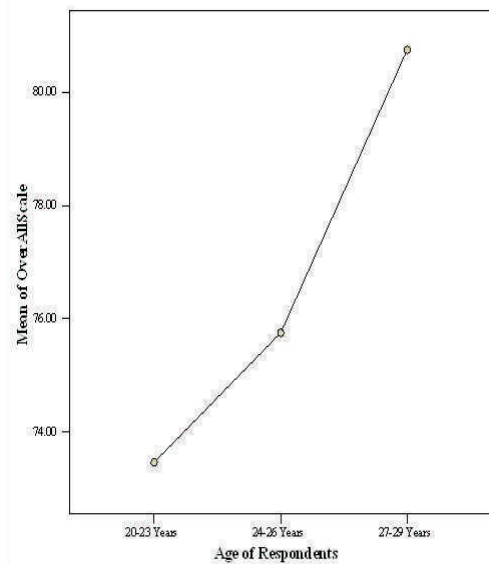

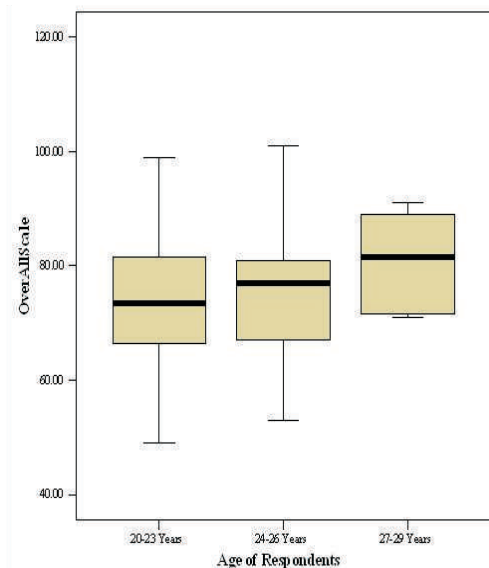Figure 3. Showing plots of mean scores of respondents age wise on Emotional Intelligence scale

Figure 4. Showing the box plot of mean scores on Emotional Intelligence scale age wise

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	547.671	2	273.835	2.769	.064
Within Groups	29371.859	297	98.895		
Total	29919.530	299			

Table 8. Showing the ANOVA on over all mean scores
of respondents age wise on Emotional
Intelligence scale

Discussion

• Emotional Intelligence is the characteristic of having control over one's emotions and behaving in a more proper and intelligent way to control the situations and understand others and one self as well   Results show that male and female students are having almost same level of emotional intelligence. It is very important to have control over emotions in many situations throughout life. Emotionally intelligent individuals are more successful in life. For young generation it is very much important. The results show that male students have this ability more than female students. They can manage themselves emotionally more properly than female students but that difference is not significant. It means female students are also good according to the results (Table 1).

• If we compare the students department wise, the mean score of the students of department of Geography is more than all the students of other departments of this group. It is necessary for the teachers also to pay attention on the students either they are behaving emotionally in the proper way or not. If the department of Geography is leading it mean there is a proper management system in department where students feel free or have training to be normal emotionally. It also increases the ability of intellect among students. Other departments especially Psychology should adopt proper measures for the students to make them emotionally intelligent (Table 2).

• It is evident from the results that department of Geography is having the greater score than all other departments, and department of Psychology is lacking behind. There is much difference between the scores. To find out the significance of difference, further analysis shows that department of Geography is significantly better than departments of Psychology and Social work.

Department of Geography is significantly better and department of Psychology is significantly lower among the departments on emotional intelligence scale. Students in department of Geography are more intelligent emotionally. Results show that they are more able to manage and control the conditions than the students of other departments, and it is a good achievement of the department (Table 3 and 4).

• Table 5 indicates that there are some departments where the difference is not significant. As there is no significant difference among Educational Training, Fine Arts, Education and Geography and there is no significant difference among Psychology, Social Work, Educational Training, Fine arts and Education. On the other hand Geography is significantly better than Psychology and Social Work. It shows that it is very important for the Department of Psychology and Social Work to pay attention on the system or environment produced in department for the students. Because the students learn much more from the teachers as well as from the environment. Students of these departments are not emotionally intelligent or in other words, emotionally strong. These students will be facing many problems in their lives.

• Mean score of the students on emotional intelligent scale regarding their subjects in graduation was compared. This shows that the mean score of science graduates is higher, but that difference is not significant. It means both science and arts graduates are having almost same level of emotional intelligence. Emotionally intelligent students can be more able to control the situations. They can understand the feeling and actions of not only theirs but the others as well, and the people having this ability are more successful in life as compared to others. Results indicate that science graduates are better than arts graduates in that sense (Table 6).

• When respondents are compared age wise, respondents having the age group 27-29 years are having the highest mean score, than age group 24-26 years and than the age group 20-23 years. It means, as a person grows he gets maturity in his/ her emotional intelligence level. Results also show that the upper age group is more

intellectual emotionally as compared to lower age group of 20-23 years. They have more ability to understand the environment around and themselves as well. They can manage their activities accordingly as compared to others. But if we see the difference, there is not much difference among all age groups. Which shows that the age group from 27- 29 is having a great deal of emotional intelligence within themselves. It seems a mature age regarding emotional intelligence. It can be said that emotional intelligence has developmental characteristic. It will get increase with the passage of time (Table 7 and 8).

Conclusions

- Male students are more intelligent emotionally as compared to female.

- Students of the Department of Geography have high level of emotional intelligence as compared to others especially Department of Psychology and social work which are lacking behind. There is a significant difference among these departments regarding the students on emotional intelligence scale.

- There is no significant difference among Psychology, Social Work, Educational Training, Fine Arts and Education regarding their students on emotional intelligence scale. They are having almost same level of emotional intelligence.

- Mean score of science graduates is better than arts graduates. It can be said that science graduates are more intelligent in handling the problems in every day life.

- Upper age group of students is more intellectual emotionally as compared to lower age group of 20-23 years. But it is also evident in results that emotional intelligence gets maturity with the passage of time.

Recommendations

- Students should be involved in those activities where they can have opportunity to express them and understand others and handle the situations properly.

- Students should be provided with the opportunities to work in groups. Because in social circle individual can learn better than individually. Because environment is also a good teacher.

- There should be examples of emotionally strong and healthy persons before students so that they can follow them. And here teachers are good example for the students to be followed.

- When students cross the age limit of 20 years they must be independent in their thinking and actions. And it should be considered important by their parents and teachers as well.

- Students should be appreciated on their actions or well tasks. It is a motivating factor for improvement in individuals' personality.

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Appendix

Emotional Intelligence Scale

Name:	Age:	20 - 23 24 - 26 27 - 29
Gender: Male Female	Qualification:	B.A B.Sc
Department:	Faculty:	

		Always	Often	Some times	Rarely	Never
1	I do not get angry when verbally attacked					
2	I get angry when physically threatened.					
3	I am able to decide to love another and then do so.					
4	I am comfortable with others anger and hate.					
5	I worry regularly in some circumstances.					
6	At times and in some circumstances I feel ashamed.					
7	My anger keeps coming back in certain situations or with specific people.					
8	At times I feel insulted.					
9	Regularly I get anxious about some situations.					
10	Sadness keeps recurring for me over specific issues.					
11	Jealousy is sometimes a part of my life.					
12	I get depressed regularly.					
13	In my life there is stress that never ends.					
14	I regularly allow myself to cry.					
15	I am comfortable saying the words "I love you" to men. Women and children in a sincere manner.					
16	When I mess up, I say self -depreciating things such as "I am such a loser". "Stupid, stupid. Stupid". Or "I can't do anything right"					
17	I have to face obstacles that keep me away from reaching my goals.					
18	Even when I do my best, I feel guilty about the things that were not done perfectly.					
19	I am able to stop thinking about my problems.					
20	I am bored most of the time.					
21	I feel like I worry about things that other people don't even think about.					
22	When someone I care about is sad, I feel sand too.					
23	Some people make me feel bad about myself, no matter what I do.					
24	Everything I try to do ultimately ends in failure.					
25	I am not satisfied with my work unless someone else praises it.					

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