Comparison of the emotional intelligence of the university students of the Punjab province

Aijaz Ahmed Gujjar\textsuperscript{a},*, Bushra Naoreen\textsuperscript{b}, Saima Aslam\textsuperscript{b}, Zafar Iqbal Khattak\textsuperscript{c}

\textsuperscript{a}Federal college of Education, Islamabad, Pakistan
\textsuperscript{b}G C University Faisalabad, Pakistan
\textsuperscript{c}Abdul Wali Khan University Mardan, Pakistan

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Abstract

The study reports findings drawn from an amended version of Wong & Law Emotional Intelligence Scale (WLIS), university students' of Punjab. 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.

Keywords: Emotional intelligence; self-awareness; self-management; social awareness; relationship management.

1. 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 more successful in various areas of educational and other professional fields.

Emotional intelligence has been found 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, plays an extremely 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.

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 are 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.”
1.1. 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.

1.2. Research methodology

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

1.2.1. 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 the sample of the study.

1.2.2. 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).

1.2.3. Administration of research tool

The finalized emotional intelligence scale was administered on students personally.

1.2.4. 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.

1.3. 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.

| Dimensions       | Source of Variation | Sum of Squares | df  | Mean Square | F    | Sig  |
|------------------|---------------------|----------------|-----|-------------|------|------|
|                  | Between Groups      |                | 3   | 52.061      | 2.222| .085 |
|                  | Within Groups       | 13965.258      | 596 | 23.432      |      |      |
|                  | Total               | 14121.440      | 599 |             |      |      |
| Self awareness   | Between Groups      | 34.978         | 3   | 11.659      | .728 | .535 |
|                  | Within Groups       | 9540.287       | 596 | 16.007      |      |      |
|                  | Total               | 9575.265       | 599 |             |      |      |
| Self management  | Between Groups      | 61.163         | 3   | 20.388      | .935 | .424 |
|                  | Within Groups       | 13000.110      | 596 | 21.812      |      |      |
|                  | Total               | 13061.273      | 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 overall emotional intelligence scale in favor of male university students. There is no significance 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 counterparts.

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

| 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 concluded that students, who have B A qualification, they 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. |
|-----------------------|---------------------|----------------|----|-------------|-------|------|
|                       | Between Groups      |                |    |             |       |      |
| Self awareness        |                      | 752.440        | 2  | 376.220     | 16.800| .000 |
|                       | Within Groups       | 13369.000      | 597| 22.394      |       |      |
|                       | Total               | 14121.440      | 599|             |       |      |
| Self management       |                      | 338.110        | 2  | 169.055     | 10.926| .000 |
|                       | Within Groups       | 9237.155       | 597| 15.473      |       |      |
|                       | Total               | 9575.265       | 599|             |       |      |
| Social awareness      |                      | 359.613        | 2  | 179.807     | 8.451 | .000 |
|                       | Within Groups       | 12701.660      | 597| 21.276      |       |      |
|                       | Total               | 13061.273      | 599|             |       |      |
| Relationship management|                     | 610.093        | 2  | 305.047     | 28.441| .000 |
|                       | Within Groups       | 6403.240       | 597| 10.726      |       |      |
|                       | Total               | 7013.333       | 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

| Pairs                          | Mean Difference | P-value |
|--------------------------------|-----------------|---------|
| GCU Faisalabad vs IU Bahawalpur| 1.81000         | .000    |
| GCU Faisalabad vs UOE Faisalabad| 2.69000         | .000    |

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 |
|--------------------------------|-----------------|---------|
| GCU Faisalabad vs IU Bahawalpur| 1.68500         | .000    |
| GCU Faisalabad vs UOE Faisalabad| 1.48000         | .000    |

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 |
|-------------------------------|-----------------|---------|
| UOE Faisalabad vs IU Bahawalpur | 1.86000         | .000    |
| GCU Faisalabad vs IU Bahawalpur | 1.25000         | .007    |

Table 8 indicates that University of Education Faisalabad and GCU Faisalabad are better than IU Bahawalpur on social awareness of emotional intelligence scale.

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

| Pairs                          | Mean Difference | P-value |
|-------------------------------|-----------------|---------|
| UOE Faisalabad vs IU Bahawalpur | 2.47000         | .000    |
| UOE Faisalabad vs GCU Faisalabad | 1.24000         | .000    |
| GCU Faisalabad vs IU Bahawalpur | 1.23000         | .000    |

Table 9 shows that UOE Faisalabad is better than IU Bahawalpur and GCU Faisalabad on relationship management. GCU Faisalabad is better than IU Bahawalpur on the same aspect of emotional intelligence.

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

| Pairs                          | Mean Difference | P-value |
|-------------------------------|-----------------|---------|
| UOE Faisalabad vs IU Bahawalpur | 3.51500         | .004    |
| GCU Faisalabad vs IU Bahawalpur | 5.80500         | .000    |

Table 10 indicates that University of Education Faisalabad and GCU Faisalabad are better than IU Bahawalpur on overall dimension of emotional intelligence scale.

1.4. Discussion

Emotional intelligence is the way to cope with the situations in a settled way. This ability may vary from person to person. In this study, students were compared age wise, no significant difference was found among them having this ability. All the students are almost same in their ability to manage their emotional behavior. No doubt age does matter in emotional characteristics and the self awareness of their emotional capabilities but this study follows interesting findings having no difference among all the students. They are equally capable of managing their feelings and emotions in various aspects of their life.

Effective management of emotions is an important aspect of individual’s behavior. Recent investigations in the field of personality indicate that emotional maturity and social skills bring adjustment and success in one’s life. This aspect has also gender impact as according to this study, male university students seem stronger in their emotional characteristics like self awareness, social awareness and relationship management as compared to their counter parts but on the other hand it is also evident from this study that female students are also having the same characteristic of self management of their emotions like male students.

Emotional intelligence has been found a reliable predictor of academic achievement than general intelligence. Emotions can be the essential motivating force behind all the psychological and educational activities. One can have different type of experience in one’s life but the important is that one must be able to manage one’s personality characteristics in these situations. Man is a social human being and he needs to have relationship management ability as well. According to this study there is no significant difference on all the dimensions of emotional intelligence scale except relationship management qualification wise. To find out clear picture, further analysis indicates that B. A students have this ability greater than other students having B.Sc and M.A.

University wise there is a significant difference on all the dimensions of emotional intelligence scale according to this study. Institutions have different type of cultural characteristics for the students. The environment of the particular institution is a greatest motivator for the students to shape their personality characteristics. These are emotions, which help us to make important decisions of our life. So this study also indicates the same situation that universities are different in preparing emotionally strong students. It is also necessary to see which institutions are far better than others in this aspect? For the purpose further analysis shows that GC University Faisalabad and University of Education Faisalabad are far better than Islamia University Bahawalpur on different dimensions of emotional intelligence scale it can be said that Islamia University Bahawalpur needs much improvement in its system to prepare students to deal with life. It is also the need of the day as world has been changed into global
village. New trends along with new problems are being introduced day by day. The person who is emotionally strong can cope with the situations properly.

1.5. Conclusions

- No doubt age does matter in emotional characteristics and the self awareness of the emotional capabilities but study shows that all the students are almost same in their ability to manage their emotional behavior.
- Male university students seem stronger in their emotional characteristics
- B. A students have emotional intelligence greater than other students having B.Sc and M.A.
- GC University Faisalabad and University of Education Faisalabad are far better than Islamia University Bahawalpur on different dimensions of emotional intelligence scale.

1.6. Recommendations

- Counseling centers can play an important role to guide the students at university level
- Teachers need to adopt proper strategies to handle the situations that will work as an example for the students.
- Female students should be indulged in the situations where they polish their emotional abilities. i.e. different programs at department and institution level.
- It seems that as the student gets maturity his emotional intelligence gets decrease; it’s a matter of concern for the universities.
- Islamia University Bahawalpur needs to pay attention towards strategies to enhance students’ emotional intelligence with the cooperation of teachers.

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