Emotional Intelligence among Universities

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ABSTRACT
Emotional intelligence is the indispensable factor of all intelligence dimensions. It presents individuals with the capability to recognize one’s own feeling and other emotions too, managing it. The purpose of research study is to determine the emotional intelligence among Public and Private Sector Universities and the role of demographic aspects (gender, institution, academic courses and cumulative grade point average (CGPA). The importance of emotional intelligence among university students is crucial since it specifies competencies such as intrapersonal, interpersonal and communication skills. The sample consists of a total of 100 university students from 3 public Universities and 3 private universities were taken randomly. The Bar-On Emotional Quotient Inventory: Short (EQ-i:S) by Bar-On (1997) as research instrument used for measuring emotional intelligence. The scores were classified into high and low emotional intelligence level. The collected results were analyzed based on demographic factors such as gender, institution wise, academic courses and cumulative grade point average (CGPA) in Emotional intelligence. In general, majority of university students shows low emotional intelligence. This research study suggests that higher education institutions need to lighten and enhance university students’ emotional intelligence.

Key words: Emotional Intelligence, Public, Private and University.

INTRODUCTION

Emotional intelligence is an indispensible component in augmenting individual’s capability and abilities in communication and interpersonal relationships. Psychologist has found out that IQ only adding about 20% of life accomplishment while the remaining 80% comes from other aspects including emotional intelligence (Goleman, 1995). Dulewicz and Higgs (2000) recognized the significance of overseeing feeling as instruments to focus life success. Execution and life achievement is identified with the part of understudies in higher learning organizations. They must be prepared for entering the occupation. Furthermore, abilities are reliant upon the quality of passionate insight. Vital qualities that should be looked into in enthusiastic insight incorporate communicational aptitudes, abilities in English and data innovation abilities. These abilities and skills are identified with passionate insight perspectives, for example, mindfulness, self-motivation; drive control, humanistic abilities and state of mind administration. Goleman (1995) has presented the passionate insight idea in his book entitled ‘Enthusiastic Insight: Why It Can Matter More Than IQ’. From that point forward, enthusiastic knowledge has been talked about broadly in associations, schools and groups all over the world. In schools, instructors have the fundamental goal of verifying understudies will exceed expectations in life by applying the information taught in class. Nonetheless, understudy’s prosperity could not be measured in view of scholastic remaining solitary yet should likewise be measured in view of different viewpoints, for example, enthusiastic control (Abisamra, 2000). It is not impossible that individuals who pick up achievement in life are the individuals who were really moderate understudies in schools or universities. Agreeing to Goleman (2001), all activities and choices ought to not be measured in light of general insight alone be that as it may, on the parts of passionate insight. Some may exceed expectations in scholastics however are not able to mingle or comprehend other individuals sentiments. Enthusiastic insight permits individual to comprehend the mind.
passionate knowledge and performance in student growth was examined. The findings revealed that students with high emotional intelligence were more likely to achieve better academic performance compared to those with lower emotional intelligence. This research was conducted in a private sector university in Islamabad.

Research Objectives

1. To explore the role of demographic variation (gender, institution, academic courses and cumulative grade point average) in determining the emotional intelligence.

Research Questions

1. What is the importance of emotional intelligence among public and private sector universities?
2. What is the role of demographic variation (gender, institution, academic courses and cumulative grade point average) in determining the emotional intelligence?

RESEARCH METHODOLOGY

Research Design

The research study was a quantitative in nature and questionnaire as research instrument is main tool for data gathering. A cross sectional design was executed on university students from 3 public universities and 3 Private universities in Islamabad.

Population and Samples

The population of research study consisted of students from universities of Islamabad. The sample six universities from which data is collected were Quaid-e-Azam University, NUML, NUST, IIUI, FAST and Foundation University. A total of 100 respondents were selected through stratified random sampling (50 females and 50 males).Stratifications was based on gender (50 males and 50 females) and sector (3 Public and 3 Private) universities. The response rate is 100%.
Research Instrument

Emotional intelligence was calculated using Bar-On Emotional Quotient Inventory: Short (EQ-i:S) by Bar-On (1997). This inventory is the small version consisting of 51 items whereas original version (EQ-i) which contains of 133 items. The research scales includes items such as Intrapersonal Scale (10 items), Interpersonal Scale (10 items), Adjustment Scale (7 items), Stress Management Scale (8 items), General Mood Scale (10 items) and Positive Impression Scale (6 items). Likert Scale point were used ranging from 1 = not true of me to 5 = true of me.

Data Analysis

The gathered data was analyzed using Statistical Package for the Social Sciences (SPSS). Descriptive analysis, t-test and a one way analysis of variance (ANOVA) were employed to determine differences in demographic factors.

RESULTS AND DISCUSSION

Emotional intelligence encompassing the essentials of intrapersonal, interpersonal, adjustment, stress management and general mood. This research study has portrays that in general, 52% of university students have low emotional intelligence shows that more than half of university students have low scores showing weakness in emotional intelligence skills. This situation proof that matter of students soft skills weakness is something that needs to be seriously look upon. The scores of emotional intelligence between 51 to 165 indicates low emotional intelligence level while 48% have high emotional intelligence level.

Gender Wise Comparison

Analysis on gender wise portrays that the majority of males (31) and females (38) students have low mean scores in emotional intelligence Table 1. A T test was also conducted to seek out significant difference between male and female university students. However, no significant different was found. This result supports the study by Hopkins and Bilimoria (2008), Cavallo and Brienza (2002) and Nursalam (2000). Their study was also found to be non-significant in terms of male and female differences.

Institution Wise Comparison

The majority of public university students have high emotional intelligence (70%) while private university students (66%) have high emotional intelligence. T-Test was conducted to found out the significant difference between public and private university (Table 2).The analysis portrays public university have high emotional intelligence as compare to public university as public universities have received better education including interpersonal skills and soft skills while receiving great teacher attention. They are top achievers and well groomed and their learning environment is more conductive.

Academic Courses Wise Comparison

The analysis portrays that academic courses taken by university students showing majority of respondents who took courses in science have high emotional intelligence.
Table 3. Academic course and emotional intelligence.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Scores</th>
<th>T-Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (n=50)</td>
<td>High (n=50)</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>19 (38%)</td>
<td>31 (62%)</td>
</tr>
<tr>
<td>Science</td>
<td>22 (44%)</td>
<td>28 (56%)</td>
</tr>
<tr>
<td>Arts</td>
<td>22 (44%)</td>
<td>28 (56%)</td>
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Table 4. CGPA and Emotional Intelligence.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Scores</th>
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<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td></td>
</tr>
<tr>
<td>Less than 2.0 (n=20)</td>
<td>9</td>
</tr>
<tr>
<td>2.0-2.5 (n=20)</td>
<td>8</td>
</tr>
<tr>
<td>2.51-3.0 (n=20)</td>
<td>10</td>
</tr>
<tr>
<td>3.1-3.5 (n=20)</td>
<td>12</td>
</tr>
<tr>
<td>3.51-4.0 (n=20)</td>
<td>5</td>
</tr>
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</table>

Table 5. One way analysis.

<table>
<thead>
<tr>
<th>Variables</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>Between groups</td>
<td>4</td>
<td>1459</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>95</td>
<td>289</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>99</td>
<td></td>
</tr>
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</table>

**p<0.001.

level compared to university students who took courses in Arts Table 3.

CGPA Wise Comparison

For the cumulative grade point average category (CGPA), the university students scores who are in the less than 2.00 category (55%), 2.00 to 2.50 (60%), 2.51 to 3.00 category (50%), 3.01 to 3.50 (40%) category and 3.51 to 4.00 category (75%) have high emotional intelligence level. The results from Table 4 portray that university students having CGPA between 3.51-4 were high emotional intelligence. It further reveals that university students having high CGPA showing excellence and high achievement. This is also supported by Swart (Bar-On, 1990) and Donna (1998) researches where they have found significant differences of emotional intelligence according to academic achievement. Their research study portrays that university student with high CGPA shows high emotional intelligence. A one way analysis of variance was performed, the results portrayed that a significant difference exists between groups for the cumulative grade point average (CGPA) Table 5.

Conclusion

The research study aims to explore Emotional intelligence among Public and Private Sector University. The study was descriptive in nature. The research objective focuses on the importance of emotional intelligence among public and private university and the role of demographic variation (gender, institution, academic courses and cumulative grade point average) in determines the emotional intelligence. On the average, result portrays that emotional intelligence skills of the massive university students are still are low. Thus, a few recommendations are seek out to improve the emotional intelligence level among university students. Soft skills workshop based activities used to improve emotional intelligence and helps to reduce stress management and anger management that will also cultivate the emotional development of university students order to assist them to identify their own emotion and personality. Even though some of these workshops based activities have been employed by the universities either through student’s affairs department, faculties, student bodies or clubs; it should be conducted in such a way that it intentionally tell importance of emotional intelligence.
among the university students.
The understanding of emotional intelligence has to be in line with the perception of why it is so significant in daily life. Likewise, it should also be focused in the counseling activities and career development. Therefore, emotional intelligence training or leadership style training module should be initiated in direct series. Additionally, university students need to be told the inference of emotional intelligence in their vocation planning. Activities such as how to perform professionally in employment interview may depict to university students in real world situations. Lastly, exposure to other competencies such as motivation, administration and management training should be highlighted. There should be equilibrium between general intelligence (IQ) and emotional intelligence (EQ) in university students learning process is the crucial ingredient to success in life. The shift from educational excellence to general excellence needs a whole paradigm shift in university management which assurance university student success both professionally and emotionally a. University should take its social responsibility in fabricating overall quality graduates.

References
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