

A Study on Assessment of Emotional Intelligence among student

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ABSTRACT

According to Daniel Goleman, “Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities”. Emotional Intelligence (EI) or Emotional Quotient (EQ) is relatively a modern concept. It refers to an ability of an individual to recognize his own emotions and those of others distinguish or differentiate them and classify them appropriately so as to manage their emotion as required to achieve their desired objective. The study focuses on understanding the EI among youth generation. The statistical study of the sample focuses on the west Delhi region comprising of 200 youths. The primary data was collected with the aid of a structured questionnaire on google forms. Microsoft Excel was used to analyse the data. Percentage test, Descriptive statistics and ANOVA test were used to establish and assess relationship between the variables. it was found that the Females have extremely high EI (78.12%). Also it was found that within EI Self competency has the highest positive relation, among the other components, with EI. There is significance relationship between male and female students with respect of emotional intelligences.

Keywords: Emotional Intelligence (EI), Youth, Gender, Students.

1. INTRODUCTION

Without fuel, a car is motionless, without self believe how can an individual be the driver to tertiary success? Emotional Intelligence is essential for any student, as they are the leaders in their own life and drive either their success or failure.

Emotion is an important ability that allows us to tune into how someone is feeling or might be thinking. It allows us to understand the intentions of others, predict their behaviour, and experience an emotion triggered by their emotion.

The term EMOTIONAL INTELLIGENCE was coined by Mayer and Salovey (1990) in their academic paper to describe qualities like understanding one's own and other emotions and to use this information for guiding thoughts and actions made popular by Goleman (1995) with publication of his book : “Why it can matter more than IQ?”

Emotional Intelligence is the capacity to create positive outcomes in relationships with oneself

and others. The qualities of emotional self-awareness, self-actualisation, inter-personal relationships, reality testing, motivation, empathy, stress tolerance, optimism, happiness, etc as those that decide the emotional intelligence of person.

The model proposed by Goleman (2000) identifies four domains of emotional intelligence that comprise 20 competencies. The four major domains are as follows:

1. Self-Awareness that includes three competences: Emotional Self-Awareness, Accurate Self-Assessment, and Self-Confidence.
2. Self-Management that involves six competences: Self-Control, Trustworthiness, Conscientiousness, Adaptability, Achievement Drive and Initiative.
3. Social Awareness that includes three competencies: Empathy, Service Orientation and Organizational Awareness.
4. Relationship Management that includes eight competences: Developing Others, Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds and Teamwork & Collaboration.

BarOn (2006) defines emotional intelligence in terms of such emotional and social skills that influence our understanding and expression of ourselves, our understanding for others and interaction with them, and the ability to deal

with everyday demands. The five composite scales include:

- Intrapersonal Component,
- Interpersonal Component,
- Stress Management,
- Adaptability and
- General Mood.

Persons with high EI are said to have a clear idea about themselves, their needs, strengths downfalls and is able to form good and healthy relationships by managing all those emotions according to the situation and the environment in both personal and work life.

2. REVIEW OF LITERATURE

This literature review considers the relevant studies, both foreign and local provided clearer path and deeper insights and parameters to this study particularly on Emotional Intelligence.

Table no.1

Year	Paper name	Author	Key points Defined
2018	A Study of Emotional Intelligence of Adolescent Students	Mahfooz Alam	<ul style="list-style-type: none"> • Respect to the type of school, area, and gender. • qualities of emotional self-awareness, • self-actualization, • interpersonal relationship, • reality testing, • stress tolerance, • Optimism & happiness,etc • training in appropriate emotional skills is necessary for career success and fulfilment • high emotional intelligence in youth brings the about better quality of work performance.
2018	Emotional Intelligence among College Students with Special Reference to Kerala	Jayashree S, Vimal Ram S, Arun M Das	<ul style="list-style-type: none"> • Persons with high EI are said to have a clear idea about themselves, their needs, strengths, downfalls, and is able to form good and healthy relationships by managing all those emotions according to the situation and the environment, both in their personal and work life • It was found that student non-athletes have better EI than the student-athletes. • Cocurricular activities such as sports, music, dance, art, photography etc have impacts on a person's behaviour, perception, abilities etc. Hence, attempts have been made in this study to establish and relate between EI of students with co-curricular activities and without it.

			<ul style="list-style-type: none"> Whether there is difference in Emotional Intelligence (EI) between male and female college students. To assess the level of Emotional Intelligence (EI) among the three selected regions in Kerala
2016	An assessment of emotional Intelligence among girls students studying in professional colleges	Muzamil Jan, Asma Hyder, Naheed Ruhi	<ul style="list-style-type: none"> Indicated that females scored higher than males on the social skills factor of measured traits of emotional intelligence. Emotional intelligence, a measure of big 5 personality traits - self-care behaviour, leisure pursuits, academic activities and interpersonal relations. positive relationship between the ability to manage emotions and the quality of social interactions assessed the relationship of demographic factors with emotional intelligence of university students people with high emotional intelligence have better mental health To study following characteristics among girls studying in professional colleges: 1. Self-awareness, 2. Empathy, 3. Self-motivation, 4. Emotional stability, 5. Managing relations, 6. Integrity, 7. Self-development, 8. Value orientation, 9. Commitment and 10. Altruistic behaviour
2013	Role of Emotional Intelligence	Bhadouria Preeti	<ul style="list-style-type: none"> subset of social intelligence It has significant effect on the factors in general life – Performance at work, Physical health, mental health, relationship, academic

			<p>achievement.</p> <ul style="list-style-type: none"> • This paper examines the role of trait emotional intelligence ('trait EI') in deviant behaviour • Parental Guidance • Pressure Handling:
2010	An Exploration of Emotional Intelligence of the Students of IIUI in Relation to Gender, Age and Academic Achievement	Maliha Nasir & Rehana Masrur	<ul style="list-style-type: none"> • To examine the relationship of emotional intelligence (EI) with gender, age and academic achievement of students • EQi scores of male and female students • the importance of emotional intelligence skills as influencing variables in students' achievement and retention • Emotional intelligence and age has significant positive correlation between them.
2014	The study of college students' emotional intelligence qualities	Turkish paper	<ul style="list-style-type: none"> • Utilities in private and social life • Effective in managing the professional relationships • Optimism • Utilisation of emotions • Understanding of emotions
2016	Effect of Emotional Intelligence among Business Students	Sania Zahra Malik and Sehrish Shahid	<ul style="list-style-type: none"> • Aims to analyse if business schools contribute to the development of emotional intelligence in students. • Emotional intelligence is a key capability for managerial success. • Intellectual, emotional and social skills which will help graduates in their future endeavours • Job competencies and curriculum • difference in the level of trait emotional intelligence
2016	The impact of emotional	Michael ewela	<ul style="list-style-type: none"> • The independent variable includes self-

	intelligence on student's academic performance	ebinagbo me and dr. ismail nizam	<p>awareness, self-motivation , empathy , emotional management and interpersonal skill</p> <ul style="list-style-type: none"> • Variables have significant positive correlation with students' academic performance • The impact of self-awareness on students' academic performance • The impact self-motivation on students' academic performance • The impact of empathy on students' academic performance • The impact of emotional management on students' performance
2017	The relationship between the use of media and emotional intelligence among youth students	Wafaa AbdelKader, Mayar Elnakeeb	<ul style="list-style-type: none"> • To explore the relationship between media use and emotional intelligence • A study reported that emotional intelligence was related to coping styles focused on solving the problem • Positive reassessment, • Avoidance and seeking social support as religion. • This study revealed that individuals with different EI levels have the most tendencies to interactive media and they have the least tendencies to non-interactive media • Higher EI contribute to a higher-performance
2017	A Study of Emotional Intelligence Among	Alexander Muacevic and John R Adler	<ul style="list-style-type: none"> • Factors: perceiving, understanding, using, and managing emotions • Emotional intelligence and satisfaction • Emotional intelligence also plays a role in – Communication skills, job satisfaction,

	Postgraduate Students in Delhi		academic and clinical performance, alleviating stress and burnout.
2018	Emotional Intelligence and Academic Achievement Motivation Among College Students	Meskat Kamal Molla	<ul style="list-style-type: none"> • Emotional intelligence and academic achievement motivation among college student • There is a positive relationship between Emotional Intelligence and Achievement Motivation • Relationship between the Emotional Intelligence and academic achievements of Science, Humanities and commerce group students.
2016	Relationship between Emotional Intelligence and Self Esteem among Pakistani University Students	Saleha Bibi, Sirda Saqlain and Bushra Mussawar	<ul style="list-style-type: none"> • The relationship between self-esteem and emotional intelligence. • The focus of these studies is with the study of emotional abilities as forecasters of psychological well-being, health and social functioning. • EI is significantly correlated to higher levels of self-esteem and positive mood among individual • Individuals with high self-esteem have positive perceptions about their self. • Low emotional intelligence results in the interpersonal relational difficulties, low self-esteem, • Poor impulse control, loneliness, suicidal thoughts, drug, stress, depression, anxiety, aggressive behaviours and alcohol usage. • Their study showed that perceived

			emotional dimensions, particularly mood clarity and repair, showed positive relationship with life satisfaction and self-esteem
2014	A Study On Emotional Intelligence Among Adolescent Women College Students At Tiruchirapalli	Ms. P. Anitha Dr.A.Umesh Samuel Jebaseelan	<ul style="list-style-type: none"> • Associations or relations between the selected socio demographic variables with regard to the level of emotional intelligence prevailing among the respondents. • Liau. et. al. (2003) indicated that emotional • Bar-On (2006), inferred that a high emotional intelligence helps to maintain a state of harmony • measures to enhance Emotional intelligence
2012	The Influence of Emotional Intelligence on Academic Achievement	Maizatu Akmal Mohd Mohzan,Norhaslinda Hassan , Norhafiza h Abd Halil	<ul style="list-style-type: none"> • the influence of Emotional Intelligence on academic achievement among students of Education Faculty • socio economic status, • motivation, • peer-relationship • teacher-student relationship, • parental involvement and personality • Goleman (1995) claims that only 20% of a person's success can be attributed to IQ • Low and Nelson (2006) claim that EQ is crucial to a student's personal health and college success • level of emotional intelligence among the respondents • EQ that consists of four domains of abilities which are the perception, use, understanding and regulation of emotion

3. RESEARCH METHODOLOGY

The study was based on primary and secondary data. It was investigated through sample random sampling technique. The primary data was collected with the aid of a structured questionnaire circulated among youth. This study utilized a descriptive design. The statistical population of the study consisted of 212 people (87 males and 125 females) in West Delhi of age group between 18 to 30, belonging to various branches of Under Graduate, Post Graduate and Doctorate education such as engineering, arts, science, commerce, medicine etc. The primary data was collected with the aid of a structured questionnaire on google forms. The questionnaire has six psychological dimensions such as Self Satisfaction, Managing Emotions, Managing Oneself, Social Self, Self competency.

Microsoft Excel was used to analyse the data. Percentage test, Descriptive statistics and ANOVA test were used to establish and assess relationship between the variables.

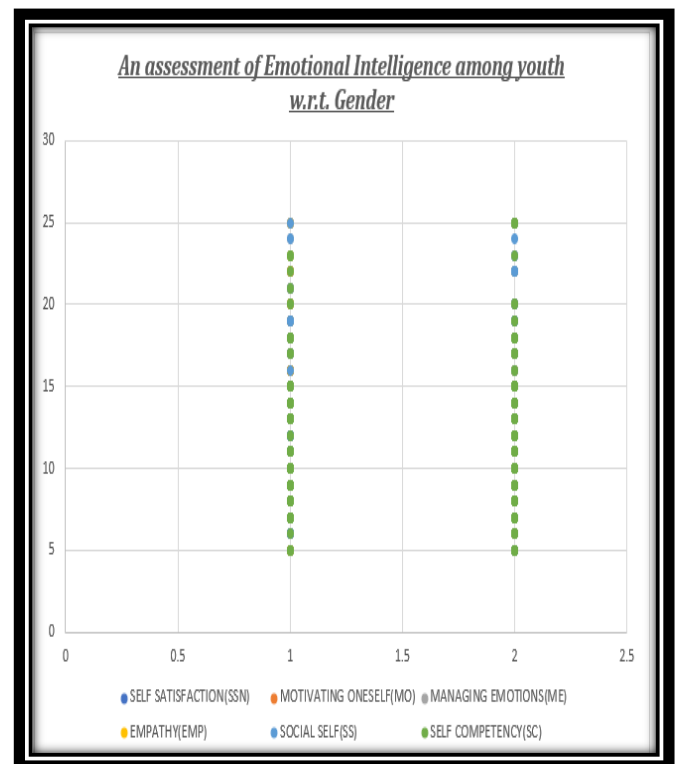
4. OBJECTIVES OF THE STUDY

- To understand and evaluate the different scale of Emotional Intelligence (EI) among youth in West Delhi.
- To find whether there is a difference in Emotional intelligence between male and female.

- To find whether there is difference in EI in relation to age.

5. DATA ANALYSIS & INTERPRETATION

To compare the dimensions of Emotional Intelligence between Male and Female.



(Fig.1: A scatter chart compares the relationship in various dimensions of EI)

The scatter chart shows the relationship of different dimensions of EI in males and females. Among the given sample, 58.9% were females & 41.03% were males. From the above chart it can be understood that, of females, high Self Satisfaction than males, whereas males have high social self than females.

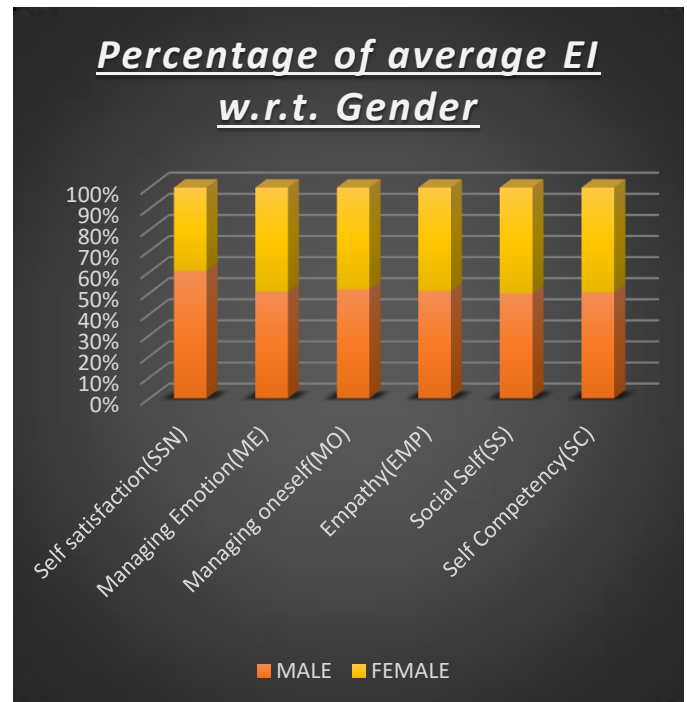
<i>An assessment of Emotional Intelligence among youth w.r.t. Gender</i>					
Anova: Single Factor					
SUMMARY					
Groups	Count	Sum	Average	Variance	
Self Satisfaction(SSN)	212	2284	10.77358	17.12385	
Managing Oneself(MO)	212	2404	11.33962	16.19691	
Managing Emotions(ME)	212	2382	11.23585	19.61236	
Empathy(EMP)	212	2338	11.0283	18.49209	
Social Self(SS)	212	2461	11.60849	19.80334	
Self Competency(SC)	212	2439	11.50472	18.37439	
ANOVA					
Source of Variation	SS	df	MS	F	P-value
Between Groups	101.2798742	5	20.25597	1.108874	0.353708461
Within Groups	23126.21698	1266	18.26715		
Total	23227.49686	1271			

(Table 2: ANOVA test: Difference in dimensions of EI among males and females)

ANOVA Test of different scales of EQ with gender of youth shows SS of 101.2798 , degrees of freedom of 5, Mean Square of 0.695 with F Ratio of 2.221 and P-Value of 0.3537.

<u>Percentage of Average EI among males and females</u>						
GENDER	Self satisfaction(SSN)	Managing Emotion(ME)	Managing oneself(MO)	Empathy(EMP)	Social Self(SS)	Self Competency(SC)
MALE	16	11.5	11.74	11.82	11.56	11.59
FEMALE	10.47	11.208	10.96	11.41	11.64	11.424

(Table 3: Interpreting the different scales of EI among males and females)



(Fig 2: Difference in percentage average of EI among males & females)

Among the given sample, 58.9% were females & 41.03% were males. From the above chart it can be understood that percentage of average EI is higher in males than females.

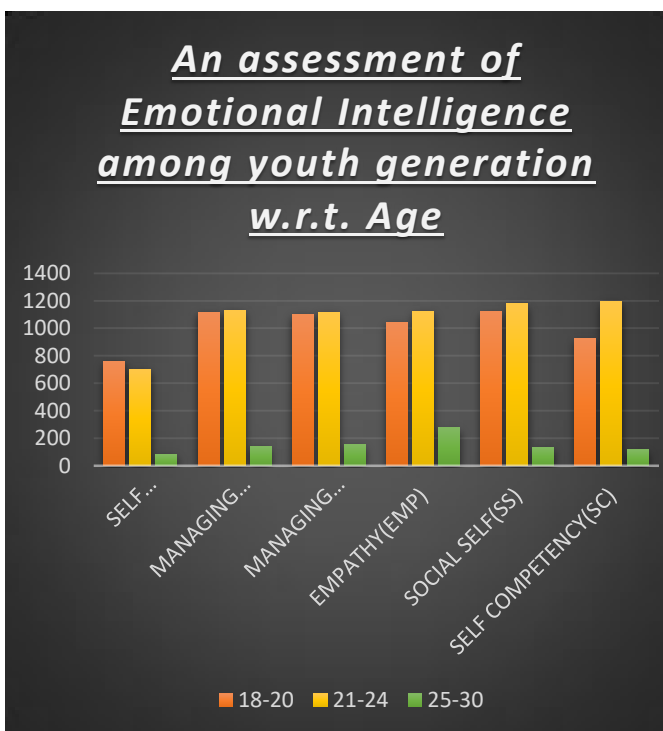
From the below chart, it can be understood that mean values of males and females in Self Satisfaction is 13.235, Managing Emotion is 11.354, Managing Oneself is 11.35, Empathy is 11.61, Social Self is 11.6, Self Competency is 11.507.

Standard deviation is Self Satisfaction is 3.91, Managing Emotion is 0.20, Managing Oneself is 0.25, Empathy is 0.289, Social Self is 0.056, Self Competency is 0.117.

Self Satisfaction	Managing Emotion	Managing Oneself	Empathy	Social Self	Self Compet
Mean	13.25 Mean	11.354 Mean	11.35 Mean	11.615 Mean	11.6 Mean
Standard Error	2.765 Standard Error	0.146 Standard Error	0.39 Standard Error	0.205 Standard Error	0.04 Standard Error
Median	13.25 Median	11.354 Median	11.35 Median	11.615 Median	11.6 Median
Standard Deviation	3.9103 Standard Deviation	0.204752 Standard Deviation	0.53154329 Standard Deviation	0.28991378 Standard Deviation	0.03650054 Standard Deviation
Sample Variance	15.29045 Sample Variance	0.042632 Sample Variance	0.3042 Sample Variance	0.08405 Sample Variance	0.0032 Sample Variance
Range	5.53 Range	0.282 Range	0.78 Range	0.41 Range	0.08 Range
Minimum	10.47 Minimum	11.208 Minimum	10.96 Minimum	11.41 Minimum	11.56 Minimum
Maximum	16 Maximum	11.5 Maximum	11.74 Maximum	11.82 Maximum	11.64 Maximum
Sum	26.47 Sum	22.708 Sum	22.7 Sum	23.23 Sum	23.2 Sum
Count	2 Count	2 Count	2 Count	2 Count	2 Count

Table no.4

To compare the dimensions of Emotional Intelligence w.r.t. age



(Fig3 : Different dimensions of EI w.r.t. Age)

AGE	SELF SATISFACTION(SSN)	MANAGING EMOTION(ME)	MANAGING ONESELF(MO)	EMPATHY(EMP)	SOCIAL SELF(SS)	SELF COMPETENCY(SC)	Total
18-20	760	1117	1104	1044	1119	926	6070
21-24	704	1133	1118	1123	1179	1195	6452
25-30	84	141	155	278	136	118	912

(Table5: Comparisons of different dimensions of EI w.r.t. age)

The cluster chart and table shows that the age group of 18-20 has high Self Satisfaction, age group of 21-24 has high managing emotion, Empathy, Social Self, Self Competency and Managing Oneself dimension of EI. Thus it depicts that age group of 21-24 has high EI with 48.02% , age group 18-20 has moderate EI with 45.18% and age group 25-30 has low EI with 6.78%.

An assessment of Emotional Intelligence among youth w.r.t. Age						
Anova: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance		
Self Satisfaction(SSN)	3	1548	516	140752		
Managing Emotion(ME)	3	2391	797	322816		
Managing Oneself(MO)	3	2377	792.3333333	304694.3333		
Empathy(EMP)	3	2445	815	217837		
Social Self(SS)	3	2434	811.3333333	342956.3333		
Self Competency(SC)	3	2239	746.3333333	314192.3333		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	200030	5	40006	0.146074117	0.977455	3.105875
Within Groups	3286496	12	273874.6667			
Total	3486526	17				

(Table6: ANOVA test: Difference in dimensions of EI w.r.t. age)

ANOVA Test of different scales of EI w.r.t. age of youth shows SS of 200030 , degrees of freedom of 5, Mean Square of 40006 with F Ratio of 0.1460 and P-Value of 0.9774.

		<u>Percentage of Average EI among males and females</u>				
GENDER	Self-satisfaction(SSN)	Managing Emotion(ME)	Managing oneself(MO)	Empathy(EMP)	Social Self(SS)	Self-Competency(SC)
MALE	16	11.5	11.74	11.82	11.56	11.59
FEMALE	10.47	11.208	10.96	11.41	11.64	11.424

(Table7: Interpreting the different scales of EI among males and females)

6. FINDINGS

With reference to the interpretation of the data it was found that the Females have extremely high EI (78.12%). Also it was found that within EISelf competency has the highest positive relation, among the other components, with EI. There is significance relationship between male and female students with respect of emotional intelligences. Age group of 21-24 has high EI with 48.02%, age group 18-20 has moderate EI with 45.18% and age group 25-30 has low EI with 6.78%.

7. CONCLUSION

This paper mainly focused on the study of dimensions of EI among youth generation.

Emotional intelligence is a set of abilities that includes accurately perceiving emotions, expressing emotions appropriately understanding the causes and consequences of emotions and managing one's own and others feelings to facilitate thinking and social interaction. It is 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. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. The present study that the females have high self-satisfaction, managing emotions, managing oneself, empathy, social self, self-competency which has positive impact on them.

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