



## Study of Emotional Intelligence Among College Students

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### Abstract

*The aim of present study was conducted to find out whether the Emotional intelligence of senior and junior college students. 120 participants in the male and female college students selected from various college of Aurangabad district. The simple random sampling method is adopting in selecting the sample of the study. The study was carried out on a sample of 120 male and female college students. 2x2 balance factorial design was used to analysis of data first variables college students 2 factors senior & junior college students and second variable teachers two types male & female college students. Hindi version Emotional Intelligence scale was administered on these subjects Analysis of variance was computed on the obtained scores. The result shows that the following main findings. There is found significant difference of emotional intelligence between senior and junior college students. There is found significant difference of emotional intelligence between male and female college students.*

### Introduction:

The concept of emotional intelligence was first introduced of Salvey and Mayer (1990) then Goleman defined emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional intelligence is a relatively new terms for a construct that complement the traditional concept of intelligence with an emphasis on the emotional personal and social contributions to intelligent behavior. Much of the recent popular work suggest that emotional intelligence is highly predictive of an individual's general functioning and functioning within specific domains, such a career performance.

Emotional intelligence is comprised of four psychological processes. The ability to perceive, appraise and express emotion accurately. The ability to access and general feeling when they facilitate thought. The ability to understand and use emotional knowledge effectively. The ability to regulate emotion adaptively and reflectively in ways that promote emotional and intellectual growth. Thus, emotionally intelligent individuals presumably are geared toward success in number of ways. Emotional intelligence involves the ability to monitor owns and other feelings and emotions, to regulate them and to use emotion based information to guide thinking and action.

Salovey and Mayer (1990) initially 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 action”. They later refined this definition as “the capacity to perceive emotions, to access and generate emotions so as to a t thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer & Salovey, 1997). This model is referred to in the literature as an ability-based model that is different from other models of emotional intelligence that are referred to as mixed models of emotional intelligence. The ability model of emotional intelligence put forth by Mayer and Salovey (1997) presented emotional intelligence as a cognitive ability. The first branch of the ability model is ‘Identifying Emotions’.



This branch includes a number of skills, such as the a) ability to identify feelings, b) ability to accurately expressing emotions, and c) ability to differentiate between real and phony emotional expressions. The second branch, 'Emotional Facilitation of Thought' (or Using Emotions), includes the ability to use emotions to redirect attention to important things or events, to generate emotions that support decision making, to use mood swings as a means to consider multiple view points, and nurture different emotions to encourage different approaches to problem solving. The third branch, 'Understanding Emotions', is the ability to understand complex emotions and emotional "chains," how emotions migrate from one stage or phase to another, the ability to recognize the causes/triggers of emotions, and the ability to understand relationships among complexity of emotions. The fourth branch of the ability model is 'Managing Emotions'. Managing Emotions includes the ability to stay aware of one's emotions (both pleasant and non pleasant), the ability to determine whether an emotion is unique or typical, and the ability to solve emotion driven problems without having to suppress negative emotions.

Research also suggests that people with high levels of emotional intelligence "experience more career success, build stronger personal relationships, lead more effectively, and enjoy better health than those with. We are not speaking about whether the answers on the multiplication tables are optional...of course they are not. What we are speaking about is the capture by the system that prevents people from learning out of their own experience.

### Objective

1. To compare emotional intelligence between senior and junior college students.
2. To compare emotional intelligence between male and female college students.

### Hypotheses.

1. There will be significant difference of emotional intelligence between senior and junior college students.
2. There will be significant difference of emotional intelligence between male and female college students.

### Sample:

The simple random sampling method is adopting in selecting the sample of the study. The study was carried out on a sample of 120 male and female college students. Senior college students include 30 male and 30 female and junior college students include 30 male and 30 female college students. Junior college students mean studying in 11 and 12 class and senior college students mean studying in graduation level. All sample collected from Aurangabad district.

### • Design:

2×2 factorial design is used for research.

College students (A)	Gender (B)	
	Male (B1)	Female (B2)
Senior college students (A1)	A1B1	A1B2
Junior college students (A2)	A2B1	A2B2



- **Variables:**

**Independent variable** - 1) College students 2) Gender

**Dependent variable** - 1) Emotional intelligence

- **Tools:**

**Emotional Intelligence scale:**

This scale is developed by hyde, pethe and Dhar. Its consist of 34 items presented in 4 points rating format. The Reliability of scale was estimated split-half reliability coefficient was found to be 0.88. The validity from the co-efficient of reliability, the reliability index was calculated which indicted high validity on account or being 0.93.

- **Results and Discussion:**

**Table No. 2**  
**Complete summary of two way ANOVA for Emotional Intelligence**

Source	SS	df	Ms	F
A – College students	115.99	1	115.99	5.34*
B – Gender	172.17	1	172.17	7.93*
A B	19.32	1	19.32	0.89
Within Error	2520.00	116	21.72	
Total	2827.48	119		

Main effect A refers to the junior and senior college students. It was believed that the level of emotional intelligence had significantly difference. The result shows senior & junior college students F-ratio 5.34 which is more than table value at 0.05 levels against 1/116 degree of freedom. Hence, the hypothesis no.3 is accepted. F values indicated both the level the male and female teachers group differs significantly from each other on emotional intelligence measure. F-value for gender effect is 7.93 which are more than table value at the 0.01 and 0.05 levels against 1/116 degree of freedom. Hence, the hypothesis no. 4 is accepted. Interaction effect of A x b variables also non-significant. These findings gain strength from results of studies conducted by different researchers. According to Daniel Goleman theory, the concept of emotional intelligence boils down to the four crucial factors viz. self-awareness, social awareness, self management and relationship management. There was high emotional intelligence is very important to good teachers, because teachers gathered to student and involves very effectively in students.

**Conclusion:**

1. There was found significant difference between senior and junior college students respect to emotional intelligence.
2. There was found significant difference between male and female college students respected to emotional intelligence.



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