

International Journal of Advanced Multidisciplinary Research

ISSN: 2393-8870

www.ijarm.com

(A Peer Reviewed, Referred, Indexed and Open Access Journal)

DOI: 10.22192/ijamr

Volume 10, Issue 6 -2023

Research Article

DOI: <http://dx.doi.org/10.22192/ijamr.2023.10.06.002>

A study to assess the level of emotional intelligence among undergraduate students in selected colleges: A descriptive study.

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Keywords

Emotional Intelligence,
Undergraduate students,
self-awareness,
Managing Emotions,
Motivating Oneself,
Empathy,
Social Skills.

Abstract

Emotional Intelligence is an individual's ability to understand, use, and manage their own emotions in positive ways to relieve stress. The objectives of the study are, to assess the level of emotional intelligence among undergraduate students and to find out the association of emotional intelligence with selected demographic variables. Non experimental descriptive research design is used in this study and it is conducted over 257 undergraduate nursing students by using non probability convenient sampling technique. Assessment is done by using modified emotional intelligence questionnaire. The finding reveals that Mean self-awareness score was 38.32 ± 6.18 , mean managing emotions score was 33.64 ± 5.75 , mean motivating oneself score was 35.87 ± 5.75 , mean empathy score was 36.14 ± 5.74 and mean social skills score was 36.51 ± 6.02 . Emotional intelligence is associated with age and socio-economic status.

Introduction

Emotional intelligence (EI) is the capability to perceive, interpret, demonstrate, control, and use emotions to communicate with and relate to others effectively and constructively. This capability to express and control feelings is

essential, but so is the ability to understand, interpret, and respond to the feelings of others.

Emotions have a strong influence on our diurnal lives. We make opinions grounded on whether we're happy, angry, sad, wearied, or frustrated.

We choose activities and hobbies grounded on the emotions they incite. Understanding emotions can help us navigate life with lesser ease and stability.

Emotional intelligence most frequently defined as the capability to perceive, use, understand, manage, and handle feelings. People with high emotional intelligence can fete their own emotions and those of others, use emotional information to guide thinking and behavior, discern between different feelings and label them appropriately, and acclimate feelings to acclimatize to surroundings. Some experimenters suggest that emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic.

Background

“Emotional Intelligence includes the capability to engage in sophisticated information processing about one’s own and others feelings, the capability to use this information as a companion for thinking and behavior. That's individualities high in emotional intelligence pay attention to use, understand and manage emotions and these skills serve adaptive functions that potentially profit themselves and others”. transnational studies identifies that emotional intelligence influences nurses’ work and relationship with cases. It's associated with comparison and care. Nursing scholars scored advanced on measures of emotional intelligence compared to other scholars. Emotional intelligence increases with age and tends to be advanced in women. Emotional intelligence is the capability of individualities to recognize their own and others; feelings, to discern between different feelings and to label them appropriately, using emotional information to guide thinking and behavior, and to manage and adapt feelings to adjust to the climate or to achieve their own ambitions. There are several models that aim to measure emotional intelligence situations.

Need of the study

Emotional intelligence is the ability to recognize, understand and manage your own emotions as well as being able to understand and influence the

emotions of others. It involves being aware that emotions drive behaviors and impact people either positively or negatively.

A study was conducted on Emotional intelligence A study on university the goal of the study was scholars to explore the degree of Emotional Intelligence of University’s scholars and to find out the difference between Emotional Intelligence on the base of gender, locality, level of course and academy of study. This study was survey based. Sample was 200 scholars of Central University of South Bihar, Gaya, India. Results showed that all university’s scholars were having high degree of emotional intelligence. All scholars of School of Education have emotional Intelligence of high level except in comparison of scholars of School of Law & Governance. Male and female scholars are significantly differed from each other on Emotional Intelligence on overall sample. womanish scholars set up more Emotional Intelligent with high mean value. UG and PG scholars of were set up not significantly differ from each other on Emotional intelligence. UG scholars were more emotionally intelligent on the base of mean value. Domestic location doesn't have any significant part but pastoral scholars were more emotionally intelligent in comparison to their counterpart.

In the above study researcher find that all university’s students were having high level of emotional intelligence. UG and PG students of were found not significantly differ from each other on Emotional intelligence. Hence the researcher felt the need to assess the level of emotional intelligence among undergraduate students in selected colleges.

Title

A study to Assess the Level of Emotional Intelligence Among Undergraduate Students in selected Colleges: A Descriptive study.

Objectives:

Primary objective:

) To assess the level of emotional intelligence among undergraduate students in selected colleges

Secondary objective:

) To assess the level of emotional intelligence among undergraduate students.
) To find out the association of emotional intelligence with selected demographic variables.

Assumption

Undergraduate students have less emotional intelligence

Methodology

Research approach: Quantitative approach

Research design: Non-Experimental A Descriptive Research Design

Setting of the study: Selected colleges

Target population; All the undergraduate students of selected colleges.

Accessible population: The undergraduate students and who are available at the time of data collection.

Sampling technique: non probability convenient sampling technique.

Sample size: 257

Tool for data collection:

Section A: Semi- Structured questionnaire on demographic variables.

Section B: Modified emotional intelligence questionnaire.

Research Variables: level of emotional intelligence

Sampling criteria:

Inclusion criteria:

Undergraduate students who are at the age of 18 to 25 year

Undergraduate students who are available at the data collection.

Exclusion criteria:

Boys are excluded
Sample from not other than selected colleges.

Description of the tool

Section A- Demographic variables

It include total demographic variables like age, residency, marital status, religion, socio economic status, type of family, parents income, leisure time.

Section B- Modified Emotional Intelligence Questionnaire.

Results

Section I: Distribution of undergraduate students according to their demographic characteristics.

Table 1. Table showing Percentage wise distribution of undergraduate students according to their demographic characteristics.

n=257

Demographic Variables	No. of UG students	Percentage(%)
Age(yrs)		
18-19 yrs	43	16.7
20-21 yrs	134	52.1
22-23 yrs	58	22.6
24-25 yrs	22	8.6
Residency		
Urban	146	56.8
Rural	111	43.2
Marital Status		
Married	7	2.7
Unmarried	246	95.7
Separated	2	0.8
Divorced	2	0.8
Widow	0	0
Religion		
Hindu	177	68.9
Muslim	4	1.6
Christian	8	3.1
Buddhist	68	26.5
Others	0	0
Socio-economic Status		
10000-20000 Rs	50	19.5
21000-30000 Rs	44	17.1
31000-40000 Rs	65	25.3
41000 Rs	98	38.1
Type of family		
Nuclear Family	202	78.6
Joint Family	40	15.6
Extended Family	2	0.8
Single Parent Family	13	5.1
Leisure Activity		
Playing Games	57	22.2
Reading	29	11.3
Using Mobile Phone	82	31.9
Any Other	89	34.6

SECTION II

Section II: Assessment of level of Emotional Intelligence among undergraduate students in selected colleges of the city.

Table no. 2: Assessment with level of Emotional Intelligence Score

n=257

Level of emotional intelligence score	Score Range	Emotional Intelligence				
		Self Awareness	Managing Emotions	Motivating Oneself	Empathy	Social Skills
This area is strength for you	10-17	1(0.39%)	1(0.39%)	1(0.39%)	0(0%)	1(0.39%)
Giving attention to where you feel you are weakest will pay dividends	18-34	55(21.40%)	149(57.98%)	96(37.35%)	95(36.96%)	90(35.02%)
Make this area a developmental priority	35-50	201(78.21%)	107(41.63%)	160(62.26%)	162(63.04%)	166(64.59%)
Minimum score		17	17	14	19	17
Maximum score		51	49	49	50	49
Mean score		38.32±6.18	33.64±5.75	35.87±5.75	36.14±5.74	36.51±6.02

The above table shows that 21.40% of undergraduate students in self awareness emotional intelligence, 57.98% in managing emotions, 37.35% in motivating oneself, 36.96% in empathy and 35.02% in social skills had given attention to where they feel they area weakest will pay dividends and 78.21% for self awareness, 41.63% for managing emotions, 62.26% for motivating oneself, 63.04% for empathy and

64.59% for social skills made this area a developmental priority.

Mean self awareness score was 38.32±6.18, mean managing emotions score was 33.64±5.75, mean motivating oneself score was 35.87±5.75, mean empathy score was 36.14±5.74 and mean social skills score was 36.51±6.02.

SECTION III

Section III: Association of emotional intelligence score with selected demographic variables

Table no. 3. Association of emotional intelligence score with selected demographic variables

Demographic variable	Calculated value			Df	Table value	Level of significance	Significance
	t-value	F-value	p-value				
Age		4.15	0.007	3,253	2.60	0.05.	S
Residency	0.69		0.48	255	1.98	0.05	NS
Marital status		1.45	0.22	3,253	2.60	0.05	NS
Religion		0.70	0.55	3,253	2.60	0.05	NS
Socio-economic status		9.13	0.0001	3,253	2.60	0.05	S
Type of family		1.54	0.20	3,253	2.60	0.05	NS
Leisure activity		1.11	0.34	3,253	2.60	0.05	NS

Significance-S Non Significance- NS

The above tables showing Emotional intelligence is associated with age and socio-economic status.

intelligence of the students as well for general population.

Discussion

One of the most talked about and important trait of human personality is Emotional Intelligence. Now-a-days, individuals are assessed for their Emotional Quotient along with the Intelligence Quotient. It assumes importance for all, including adolescents and adults. The students who are studying in undergraduate classes are mostly in their late adolescence. This is the age when there is a strong appearance of different emotions. Young students need to know how to be more aware of the emotions, how to handle situations involving emotional changes and how emotions decide the success or failure of life. Choice of a study field also influences the emotional

Conclusion

After detailed analysis, this study leads to the following conclusion. The study reveals that 21.40% of undergraduate students in self awareness emotional intelligence, 57.98% in managing emotions, 37.35% in motivating oneself, 36.96% in empathy and 35.02% in social skills had given attention to where they feel they area weakest will pay dividends and 78.21% for self awareness, 41.63% for managing emotions, 62.26% for motivating oneself, 63.04% for empathy and 64.59% for social skills made this area a developmental priority. Mean self awareness score was 38.32±6.18, mean managing emotions score was 33.64±5.75, mean motivating

oneself score was 35.87 ± 5.75 , mean empathy score was 36.14 ± 5.74 and mean social skills score was 36.51 ± 6.02 . Emotional intelligence is associated with age and socio-economic status. Emotional intelligence is equal in both gender but men are least bother to show in such situation.

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Access this Article in Online	
	Website: www.ijarm.com
	Subject: Emotional Intelligence
Quick Response Code	
DOI: 10.22192/ijamr.2023.10.06.002	

How to cite this article:

Vandana S. Thangavel, Geeta Sahu, Abhilasha Shambharkar. (2023). A study to assess the level of emotional intelligence among undergraduate students in selected colleges: A descriptive study. Int. J. Adv. Multidiscip. Res. 10(6): 11-17.

DOI: <http://dx.doi.org/10.22192/ijamr.2023.10.06.002>