

A Comparative Study for Emotional Intelligence of Jammu and HNBGU University Students

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ABSTRACT

The purpose of the present study was to study the emotional intelligence of post graduate students in HNBGU (Uttarakhand) and Jammu University (J&K) state of India. The sample was post graduate students (120) which were taken from two different courses (Arts & Science) from HNBGU and Jammu University. The total sample was equally divided among male and female. The main objectives of the study were to the influence of Region, stream and gender on Emotional Intelligence. Emotional intelligence inventory by S.K. Mangal and Shubhra Mangal was used as a tool. T-test was used as statistical technique to the results. Results revealed that there was a significant difference between students of HNBGU and Jammu University on Emotional Intelligence.

Keywords: Emotional Intelligence, Male & Female, College Students, Stream, Region

Emotions are one of the integral parts of our personality. Our personality is a blend of various characteristics making the psyche of an individual. Hence it encompasses various elements that form our identity. Every individual has their own set of varying characteristics comprising of intelligence, emotions, their interests and various parts that make the personality a whole. Today we are trying to understand the various realms of our nature. Emotional Intelligence is one of the parts of our human psyche that is being researched in the recent years.

"An emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioural or expressive response." (Hockenbury & Hockenbury, 2007)

In addition to understanding exactly what emotions are, researchers have also tried to identify and classify the different types of emotions. In 1972, psychologist Paul Eckman suggested that there are six basic emotions that are universal throughout human cultures: fear, disgust,

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anger, surprise, happiness, and sadness. In 1999, he expanded this list to include a number of other basic emotions including embarrassment, excitement, contempt, shame, pride, satisfaction, and amusement (**Ekman, 1999**).

Understood as a process, it is useful to divide emotion into two parts. The early part of the emotion process is the interval between the perception of the stimulus and the triggering of the bodily response. The later part of the emotion process is a bodily response, for example, changes in heart rate, skin conductance, and facial expression. This description is sufficient to begin an analysis of the emotions, although it does leave out some aspects of the process such as the subjective awareness of the emotion and behaviour that is often part of the emotion response (for example, fighting, running away, hugging another person).

The term emotion is derived from the Latin verb 'movere' means stir up, agitate, disturb or move. **Woodworth** has defined emotion as "conscious stirred up state of the organism". Emotions have been described by some theorists as discrete and consistent responses to internal or external events which have a particular significance for the organism. Emotions are brief in duration and consist of a coordinated set of responses, which may include verbal, physiological, behavioral, and neural mechanisms (**Fox 2008**).

There are three components of emotions.

- 1. Cognition:** This component serves primarily to influence an evaluation of given situation, prompting us to become emotional in one way or another, or not at all.
- 2. Feeling:** In daily life we think of feelings. The feelings are most readily evident changes in an aroused person. Feelings have immediate motivational significance. They give rise to many physiological processes in the cardiovascular system and produce increased blood pressure, changes in sexual urge. They also stimulate nervous system and prompt widespread electrochemical activities.
- 3. Behaviour:** The behavioural component involves facial, postural, gestures and vocal responses.

The term Emotional Intelligence first appeared in a 1964 paper by Michael Beldoch and in 1966 paper by B. Leuner. Emotional intelligence can be defined as the ability to monitor one's own and another people emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior.

Emotional intelligence is essential for interpersonal and intrapersonal relationships at school, at home and at work. People with high emotional quotient are expected to progress more quickly through the abilities designated and to master more of them. It is the capacity to create positive outcomes which include joy, optimism, success in school and life. Increasing emotional intelligence has been correlated with better results in leadership, academic performance, marriage friendship and health. Emotional intelligence is being able to monitor our own and other's feelings and education to discriminate among them, and to use this to guide our thinking and emotions and actions (**Salovey & Mayer, 1990**). The emotionally

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intelligent person is skilled in four areas: Identifying, using, understanding and regulating emotions (**Salovey & Mayer, 1993**).

A study was done by **Fathima and Neelakandan (2011)** tried to identify the human well being through Emotional Intelligence among the college going students. The sample consists of 100 college students selected randomly from Arts and Science streams. Emotional Intelligence Questionnaire was used to collect the data. The 't' test proves that there is a significant difference between boys and girls in their emotional intelligence

One of the previous researches was done by **DR. Sampath Reddy (2013)**. The objective of this study was to assess the gender, nature of the course and type of management on emotional intelligence among degree college students. Hypothesis was that there would be significant impact of gender on emotional intelligence among degree college students, there would be significant impact of nature of course on emotional among Degree College students .there would be significant effect among gender, nature of course and type of management with regard to emotional intelligence. Sample: there are 120 degree college students (60 male and 60 female) studying in government and private degree colleges of science and arts group subjected located in Warangal district of Andhra Pradesh.

Objectives

1. To study the influence of region (Jammu & Srinagar Garhwal) on emotional intelligence of post graduate students.
2. To study the influence of stream (Arts and Science) on emotional intelligence of post Graduate students.
3. To study the influence of gender (Male and Female) on emotional intelligence of post graduate students.

Hypothesis

1. There is no significant difference between Jammu and Garhwal students on emotional intelligence.
2. There is no significant difference between arts and science student emotional intelligence.
3. There is no significance difference between male and female emotional intelligence.

Variables

Dependent Variable

1. Emotional intelligence

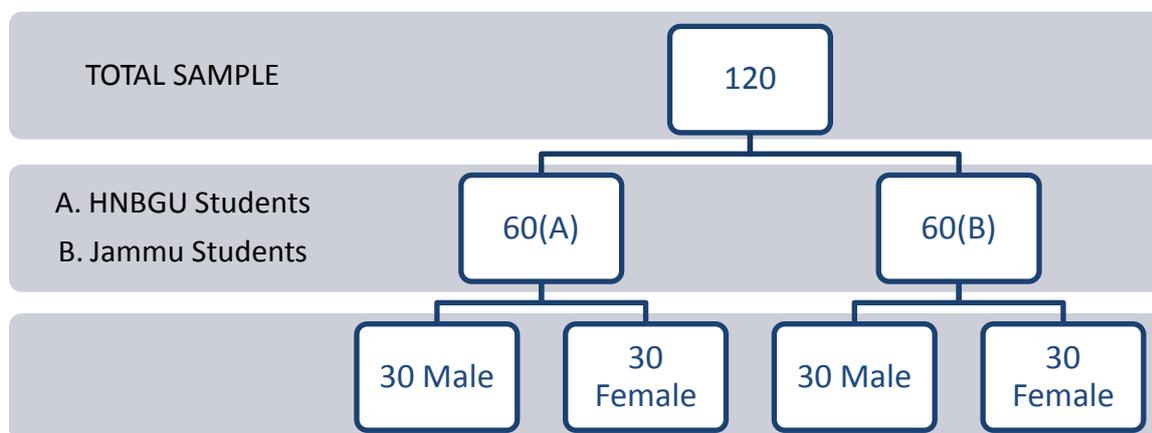
Independent Variable

1. Region
2. Gender
3. Stream

METHODOLOGY

Sample

The sample for the present study is consisted of 120 Post-graduation College students (60 male and 60 female) studying in HNBGU and Jammu University. The sampling used was incidental sampling.



Instruments

- 1. Emotional intelligence inventory** by *Dr. S.K Mangal and Mrs. Shubhra Mangal*. This inventory has been designed for use with Hindi and English knowing 16+ years age of school, college and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas or aspects of emotional intelligence namely, intra personal awareness (knowing about one's own emotions), inter personal awareness (knowing about other's emotions), intra personal management (managing one's emotions) and inter personal management (managing others emotions) respectively. It has 100 items 25 each from the four areas to be answered in 'yes' or 'no'. The criterion related validity, with adjustment inventory for college students and emotional maturity scale; the validity coefficients were found to be -.662 and -.613 respectively. The split half, K-R formula (20) and test-retest reliabilities were found to be .89, .90 and .92 respectively.

Procedure

The various college students comprising of the males and females were selected from two regions namely Jammu and Srinagar Garhwal. The students were doing post-graduation from the university. Hence the students of Jammu University and HNBGU were taken as a sample. After the collection of the sample, statistical analysis was done. The obtained data were subjected to Statistical Analysis such as Mean's, SDs, and t-test, to test the Hypotheses.

RESULTS AND DISCUSSION

The aim of the present study was to assess the emotional intelligence among post graduate students, here we also assessed the influence of region on emotional intelligence, and for this we had drawn students from two different regions (Jammu and Garhwal). The total number of sample was 120 (60 students from Jammu university and 60 students from HNBGU). We

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also had assessed the influence of gender on emotional intelligence (male and female) or the influence of stream (science and arts) on emotional intelligence.

The first hypothesis predicted was that “there is no significant difference between Jammu and Garhwal students on emotional intelligence.”

Table 1 Showing t-test of region (Jammu and Srinagar Garhwal)

Variable	Sample	Total N	MEAN	SD	t-test	Level of Significance
Region	Jammu	60	62	9.49	2.513*	0.01
	Garhwal	60	53.083	8.29		

*Significant at 0.01 level

Table 1 contains the data of the post graduate students of two different regions (Jammu and Garhwal). The mean for Garhwal students on region for emotional intelligence was 53.083 and the SD was 8.29. The mean for Jammu student on region for emotional intelligence was 62 and the SD was 9.49. In this table we are showing the t-test value (2.153). Here we are seeing the impact of region on emotional intelligence. Hence the hypothesis that we had proposed was rejected. Hence there is significant difference between the emotional intelligence of Jammu and Garhwal students. This signifies the influence of region on Emotional Intelligence that was significant at 0.01 level of significance.

The second hypothesis was that “there is no significant difference between arts and science student’s emotional intelligence.”

Table 2 Showing t test of stream (Arts & Science)

Variable	Sample	Total N	Mean	SD	t-test	Level of Significance
Stream	Arts	60	55.85	10.78	0.062103	NS
	Science	60	59.85	8.78		

The second hypothesis predicted that there is no significant impact of stream on emotional intelligence of the students of two different streams (arts and science). Table 2 contains the data of students of arts and science stream. The mean of the students of arts stream was 55.85 and the SD was 10.78. The mean of science students was 59.85 and the SD value was 8.78. The t-test value was 0.062. The t-test showing that there is no significant impact of stream on emotional intelligence. Hence the hypothesis that we had proposed was accepted. Thus there is no impact on stream on emotional intelligence.

The third hypothesis predicted was that “there is no significance difference between male and female emotional intelligence.”

TABLE 3 showing t-test for gender.

Variable	Sample	Total N	MEAN	SD	t-test	Level of Significance
Gender	Male	60	57.86	9.57	0.721485	NS
	Female	60	57.21	10.36		

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Table 3 shows that the obtained mean and SD value of male and female. The mean value of male was 57.86 and the SD value 9.57. The mean value of female was 57.21 and the SD value was 10.36, the t test value was 0.721 which shows that there is no impact of gender on emotional intelligence of post graduate students. Hence the hypothesis that we had proposed has been accepted and there is no significant impact of gender on emotional intelligence.

CONCLUSION

The present study aimed to assess the influence of region, gender and stream on emotional intelligence of post graduate students. A sample of 120 post graduate students, 60 from Jammu University and 60 from HNBGU was drawn adapting incidental sampling technique. The study reveals that region has great influence on emotional intelligence and gender, stream have no influence on emotional intelligence of post graduate students.

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