

AN INVESTIGATION OF THE INTER-RELATIONSHIP OF EMOTIONAL QUOTIENT AND ITS COMPARISON AMONG PROFESSIONAL STUDENTS FROM DIFFERENT STREAMS

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Abstract

The purpose of the study was to investigate the inter-relationship of Emotional Quotient and its comparison among professional students from different streams. The study was confined to Banaras Hindu University. Subjects were selected on the basis of random sampling method. A total of 200 male professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science (50 from each stream) were selected for the study. Observations were made on the contents related to Emotional Intelligence. Assessment of Emotional Intelligence was done by using Emotional Intelligence Scale developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. In order to determine the inter relationship of Emotional intelligence Product Moment method of Correlation was applied. Finally, One Way Analysis of Variance (ANOVA) was used in order to compare Emotional quotient among professional students from different streams. Pearson's Product Moment Correlation for Emotional Quotient between Physical Education and Social Science Students, showed existence of significant relationship for Emotional Quotient. Significant difference was found among Engineering, Medical, Physical Education and Social Science Students in relation to Emotional Quotient.

Keywords- Self Awareness, Mood Management, Self-Motivation, Empathy and Managing Relationship

Introduction

Emotional Intelligence is a term which is used to describe the ability or skill of an individual to influence the emotions within themselves, as well as other people. Not only is a person able to influence these emotions, but they are also capable of managing and assessing them. EI is considered to be on the cutting edge of psychological research, so it is important to keep in mind that this concept is still in development. Despite the fact that EI itself is a recent term, its roots can be traced to earlier theories which were espoused by Charles Darwin. There is some degree of contention which exists when it comes to properly defining EI. Some define emotional intelligence as the ability to monitor not only your feelings, but those of others. A person with emotional intelligence is able to find a distinction between these feelings, and can use this info to properly guide their actions. Emotional intelligence, is about a person's ability to understand and manage their own emotions and behavior them of others. It's a person ability that helps people cope with frustrations, control emotions and

get along. Emotional intelligence is the common stone for personnel and professional success. It is the competency that level. Steve define emotional intelligence in an inmate ability which give us our emotional sensitivity and our potential for learning healthy emotional management skills, Whether it's in the boardroom or the class room, individuals needs to communicate, work in teams and let go of the personnel and family issues that get in the way of working and learning. Such skills add up to what is known as emotional intelligence and they are even more important as educators realize that these skills are critical to academic achievement. The objectives of the study were to assess the Emotional Quotient, to investigate the inter-relationship of Emotional Quotient and to compare the Emotional Quotient among professional students from different streams. It was also hypothesized that there would be significant difference among professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science in relation to emotional quotient.

Procedure and Methodology

The study was confined to Banaras Hindu University. A total of 200 male professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science (50 from each stream) were selected on the basis of random sampling method for the study. Observations were made on the following contents related to Emotional Intelligence:

- a) Self Awareness
- b) Mood Management
- c) Self Motivation
- d) Empathy
- e) Managing Relationship

Criterion Measures

Assessment of Emotional Intelligence was done by using Emotional Intelligence Scale developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar.

Statistical Techniques

To characterize professional students on Emotional intelligence the data was analyzed by applying Descriptive Statistics i.e. Mean, Standard Deviation, Range, Skewness, Kurtosis. Further, in order to determine the inter relationship of Emotional intelligence Product Moment method of Correlation was applied. Finally, One Way Analysis of Variance (ANOVA) was used in order to compare Emotional quotient among professional students from different streams

i.e. Engineering, Medical, Physical Education and Social Science.

Results and Discussions of the Findings

TABLE-1
DESCRIPTIVE STATISTICS OF ENGINEERING, MEDICAL, PHYSICAL EDUCATION AND SOCIAL SCIENCE STUDENTS IN RELATION TO EMOTIONAL QUOTIENT

	Eng Students	Medical Students	Phy Edu Students	Social Science Students
Number	50	50	50	50
Mean	94.400	103.08	135.64	123.28
S.E. of Mean	8.47315	5.84437	2.37397	5.92835
Std. Dev.	59.9142	41.3259	16.7864	41.9197
Skewness	-.959	-1.054	.065	-1.605
Kurtosis	-1.044	.122	-.257	4.261
Range	153.00	155.00	66.00	212.00
Min	.00	14.00	100.00	.00
Max	153.00	169.00	166.00	212.00

Table-1 clearly depicts the descriptive statistics values for the Engineering, Medical, Physical Education and Social Science students in relation to Emotional Quotient, which shows that the mean for Engineering, Medical, Physical Education and Social Science students were found to be 94.40 ± 8.47, 103.08 ± 5.84, 135.64 ± 2.37 and 123.28 ± 5.92 respectively. Standard deviations were 59.91, 41.32, 16.78 and 41.91 for the same. Range for Engineering, Medical, Physical Education and Social Science students were 153, 155, 66 and 212 respectively.

TABLE-2
CORRELATION MATRIX FOR THE DATA ON EMOTIONAL QUOTIENT ALONG WITH P-VALUES

		EIS Eng Students	EIS Medical Students	EIS Phy Edu Students	EIS Social Science Students
EIS Eng Students	Pearson Correlation	1.00	.220	-.062	.013
EIS Medical Students	Pearson Correlation	.220	1.00	.079	-.117
EIS Phy Edu Students	Pearson Correlation	-.062	.079	1.00	-.313*
EIS Social Science Students	Pearson Correlation	.013	-.117	-.313*	1.00

*. Correlation is significant at the 0.05 level (two-tailed).

Table-2 indicates the value of Pearson's Product Moment Correlation for Emotional Quotient between Physical Education and Social Science Students, which showed existence of significant relationship for Emotional Quotient as the calculated r- value 0.313 was greater than the required value at 0.05 levels of significance. Correlation coefficients having p-value less than 0.05 are significant at 5% level. This is shown by asterisk (*) mark by the side of the correlation coefficients.

TABLE-3
ANALYSIS OF VARIANCE AMONG ENGINEERING, MEDICAL, PHYSICAL EDUCATION AND SOCIAL SCIENCE STUDENTS IN RELATION TO EMOTIONAL INTELLIGENCE

Source of Variation	Sum of Squares	df	Mean Square	F-Value
Between Groups	52888.72	3	17629.57	9.61*
Within Groups	359493.3	196	1834.149	

* Significant at 0.05 level of significance, F 0.05 (3, 196) = 3.14

Table- 3 revealed that there was significant difference among Engineering, Medical, Physical Education and Social Science Students in relation to Emotional Quotient, as obtained F-ratio was 9.61, which was greater than the tabulated value of 3.14, required for F-ratio to be significant at 0.05 level with (3,196) degree of freedom.

Since the one way analysis of variance was found significant in relation to Emotional Quotient, the least significant difference (LSD) test was applied to find out the differences of the paired means among Engineering, Medical, Physical Education and Social Science Students.

TABLE-4
LSD (POST HOC) TEST FOR THE PAIRED MEANS AMONG ENGINEERING, MEDICAL, PHYSICAL EDUCATION AND SOCIAL SCIENCE STUDENTS IN RELATION TO EMOTIONAL INTELLIGENCE

Means				Mean Difference	Critical Difference
Eng Students	Medical Students	Phy Edu Students	Social Science Students		
4720	5154			434*	2.477758
4720		6782		2062*	
4720			6164	1444*	
	5154	6782		1628*	
	5154		6164	1010*	
		6782	6164	618*	

* Significant at 0.05 level of significance

It is evident from table- 4 that paired mean differences among Engineering, Medical, Physical Education and Social Science Students in relation to Emotional Intelligence was found significant between Engineering and Medical; Engineering and Physical Education; Engineering and Social Science; Medical and Physical Education; Medical and Social Science; Physical Education and Social Science. Hence, it is inferred that mean difference between Engineering and Physical Education > Medical and Physical Education > Engineering and Social Science > Medical and Social Science > Physical Education and Social Science > Engineering and Medical.

Discussion

The scholar examined the interrelationship of Emotional Quotient and also compared the Emotional Intelligence among professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science. Correlation technique was applied between inter group (i.e. Engineering, Medical, Physical Education and Social Sciences) for EQ. Significant relationship was also found between Physical Education and Social Science Students for Emotional Quotient.

Findings of the study revealed that there was significant difference among Engineering, Medical, Physical Education

and Social Science Students in relation to Emotional Quotient. This may be attributed to the fact that emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Emotional intelligence as the ability to monitor one's own and other's feeling and emotions to discriminate among them, and to use his information to guide one's thinking and actions. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feeling when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.

Paired mean differences among Engineering, Medical, Physical Education and Social Science Students in relation to Emotional Intelligence was found significant between Engineering and Medical; Engineering and Physical Education; Engineering and Social Science; Medical and Physical Education; Medical and Social Science; Physical Education and Social Science. Hence, it is inferred that mean difference between Engineering and Physical Education >Medical and Physical Education>Engineering and Social Science> Medical and Social Science>Physical Education and Social Science> Engineering and Medical. Results clearly shows that Physical Education students scored high in EQ in comparison to Engineering students because Physical Education students are better exposed to emotional conditions in their day to day life and probably they have learned better to manage the emotions. In recent years, sports psychology research has seen the rise of a concept named emotional intelligence. But what is it, how can it help sports performance and how can we enhance our own emotional intelligence? Andy Lane explains: Emotional intelligence is a relatively new concept that has emerged over the last decade, which to date has principally been studied in business settings. It is defined as 'the capacity to recognize and utilize emotional states to change intentions and behavior'. The result of the present study is substantiated by the following studies of Shinde (2011), and Singh and Meena (2009).

Discussion of Hypothesis

It was hypothesized that there would be significant difference among professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science in relation to emotional quotient which is accepted.

Conclusions

Pearson's Product Moment Correlation for Emotional Quotient between Physical Education and Social Science Students, showed existence of significant relationship for Emotional Quotient.

Significant difference was found among Engineering, Medical, Physical Education and Social Science Students in relation to Emotional Quotient.

Paired mean differences among Engineering, Medical, Physical Education and Social Science Students in relation to Emotional Intelligence was found significant between Engineering and Medical; Engineering and Physical Education; Engineering and Social Science; Medical and Physical Education; Medical and Social Science; Physical Education and Social Science. Hence, it is inferred that mean difference between Engineering and Physical Education >Medical and Physical Education>Engineering and Social Science> Medical and Social Science>Physical Education and Social Science> Engineering and Medical.

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