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INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

ACKNOWLEDGMENTS

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APPENDIX/ANNEXURE

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 - Use (ed.) for one editor, and (ed.s) for multiple editors.
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CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

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- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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EMOTIONAL INTELLIGENCE AMONG COLLEGE STUDENTS

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ABSTRACT

The present research aimed to study the emotional intelligence among college students, to find out the level of emotional intelligence of a sample of college students. To find out whether there is gender difference in emotional intelligence. Sample of the study consisted 70 undergraduate students of Government home science college Hassan, Karnataka, studying in B.A. & B.Sc. Among them 30 are male & 40 are female. Personal and socio demographic datasheet (prepared by the Investigator), Emotional Quotient scale (prepared by Anukool Hyde, SanjyotDethe and UpinderDhar) was used to collect the data. Scoring was done as per the direction given in the Manual. 'P' value & inter correlation has been calculated to find out the objectives of the present study. The result indicates that, among 70 undergraduates students males have slightly high self awareness, empathy, integrity, emotional stability, self development, commitment when compared to females and high self motivation, managing relations compared to females. While females have slightly high altruistic behavior compared to male.

KEYWORDS

Emotional intelligence, undergraduates, male, female.

INTRODUCTION

aniel Goleman, the father of Emotional Intelligence defines as a '**Potential for mastering the skills of self-awareness, self-management, social awareness, and relationship management.** Daniel Goleman narrates the distinction between cognition and emotion. This introduces various established models of Emotional Intelligence. His study highlights the superiority of Emotional Intelligence over IQ as a predictor of success at workplace.

E.Q. ACCORDING TO APA

Emotional intelligence Type of intelligence defined as the abilities to perceive, appraise, and express emotions accurately and appropriately, to use emotions to facilitate thinking, to understand and analyze emotions, to use emotional knowledge effectively, and to regulate one's emotions to promote both emotional and intellectual growth.

RELATIONSHIP BETWEEN EQ & IQ

IQ is a measure of intelligence quotient, where as EQ is a measure of emotional quotient. Emphasizing EQ does not mean De Emphasizing IQ. The latter is not less relevant for success in job performance or life than the former. The fact remains that one needs a relatively high level of IQ nearly to get admitted to a science or Engineering course. However once you are admitted, how you compare with your peers has less to do with IQ differences and more to do with emotional factors or EQ.

EQ is not the opposite of IQ. Some people are blessed with a lot of both, some with little of either. What researchers have been trying to understand is how they complement each other; how one's ability to handle stress, for instance, affects the ability to concentrate and put intelligence to use.

Transitions through education from school-college-career are challenging and difficult, especially for minority, first generation, and non-traditional college students. These Transitions are critical to academic achievement, program completion, and college success. With the current emphasis on academic accountability as measured by tested performance, there needs to be an increased emphasis, and more balanced perspective, on the development of social and emotional learning essential to academic and career excellence. Educational gaps have been created by underachievement and attrition. Nationally and in Texas, colleges and universities are challenged to provide educational access and opportunity for greater numbers of students and to improve their participation and success rates. Research findings indicate that personal factors and emotional intelligence skills are important to student achievement and college success. New program models are needed to address the issues of low achievement, attrition, lack of motivation, and student engagement. Research findings indicate that emotional intelligence skills are important and perhaps critical factors of student achievement, retention, and personal health (Nelson and Low, 1999, 2003, 2004, 2005; Epstein, 1998; Bartlett, 2002; Stottlemire, 2002; Vela, 2003; Chao, 2003; Nelson, Jin, and Wang, 2002; Elkins and Low, 2004; Nelson & Nelson, 2003; Williams, 2004; Potter, 2005; and Smith 2004). Extensive interdisciplinary research indicates that emotional intelligence and related non-traditional measures of human performance may be as or more predictive of academic and career success than IQ or other tested measures of scholastic aptitude and achievement (Gardner, 1983, 1993, 1997; Sternberg, 1985, 1995; Goleman, 1995, 1997; Dryden and Vos, 1994; Astin and Associates, 1993; Townsend and Gephart, 1997; Weisenger, 1985, 1998; Cooper and Saway, 1997; Epstein, 1998; Nelson and Low, 2003; and Low and Nelson 2004, 2005).

These findings provide a compelling case for including emotional skill development in academic and student services programs in schools and colleges. Colleges have long recognized the importance of experiential and out-of-class co-curricular learning. An early pioneer in student development referred to the need for more effective self-management and "intelligent self direction" (Bennett, 1933). This wise observation by Bennett is true today as qualitative, holistic, emotive, and subjective experiences of students are critical to healthy growth and development. Emotional development of students does not seem important until behavior becomes problematic and reported. Familiar examples are underachievement, bullying, attrition, school violence, absenteeism, substance abuse, lack of motivation, and psycho-educational problems. Even though educators are compassionate, specific help is often absent, ineffective, or too late. Proactive programs to identify and develop emotional skills are needed to prevent problematic behaviors, not react to them after the fact.

Recent studies indicate that Emotional Intelligence influences behavior in a wide range of domains including school, community and the workplace. At the individual level, it has communicated effectively, solve everyday problems, build meaningful interpersonal relationships, and even our ability to make moral decisions. Give that Emotional Intelligence has the potential to increase our understanding of how individuals behave and adapt to their social environment, it would seem an important topic for further study. Research has led to the understanding that emotions often provide individuals with valuable information about their social environment. Simultaneously, emotions have emerged not as the antithesis of reason but potentially complementary to decision making and

social problem solving. The growing interest in Emotional Intelligence has raised a few issues and questions. There is an immediate necessity to surface the hidden assumptions, correct the mistaken impressions with regard to the subject of Emotional Intelligence.

OBJECTIVES

1. To find out the level of emotional intelligence of a sample of college students.
2. To find out whether there is gender difference in emotional intelligence.

HYPOTHESES

H1 There is no significance difference in the EI mean scores between the males and the females in this sample.

H2 There is no significance difference in the mean scores on components of EI sub-skills between the males and the females in this sample

OPERATIONAL DEFINITIONS

Emotional Intelligence: EI involves the ability to perceive accurately, appraise and express emotions; the ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth. These abilities are traced through the following 10 factors. They are –

- A Self –awareness
- B Empathy
- C Self motivation
- D Emotional stability
- E Managing relations
- F Integrity
- G Self development
- H Value orientation
- I Commitment
- J Altruistic behavior

SAMPLE

The sample consisted 70 undergraduate students of Government home science college Hassan, Karnataka studying in B.A. & B.Sc. Among them 30 are male & 40 are female. The respondents were given assurance of confidentiality.

ASSESSMENT TOOLS

The questionnaire method was adopted to obtain the subjects' responses keeping in view the nature of present study.

The data were collected with the help of these assessment tools.

1. Personal and socio demographic datasheet (prepared by the Investigator)
2. Emotional Quotient scale (prepared by Anukool Hyde, SanjyotDethe and UpinderDhar)

DESCRIPTION OF TOOLS

1. **Personal datasheet:** The data sheet was developed by the investigator.
2. **Emotional Quotient scale;** There are 34 items in the Emotional Quotient scale, constructed by Anukool Hyde, SanjyotDethe and UpinderDhar. Each statement of the scale has 5 response alternatives as given below:

- *Strongly Agree*
- *Agree*
- *Uncertain*
- *Disagree*
- *Strongly Disagree*

FACTORS OF EMOTIONAL INTELLIGENCE

The scale identifies 10 factors. They are -

- A Self –awareness
- B Empathy
- C Self motivation
- D Emotional stability
- E Managing relations
- F Integrity
- G Self development
- H Value orientation
- I Commitment
- J Altruistic behaviour

PSYCHOMETRIC PROPERTIES OF EI SCALE

Reliability: The Reliability of the scale was determined by calculating the split-half reliability coefficient was found to be 0.88.

Validity: Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the judges/experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

INSTRUCTIONS

EI SCALE

"Here some statements are given and for every statement you have to express your views by making tick (✓) or on that particular block of the five alternatives. Answer all the statements, and do not omit any one of them. Please be honest and try to answer as fast as possible.

Confidentiality will be maintained. There is no right or wrong answer, so please give your response on all the items. 1. Strongly Agree 2. Agree 3. Uncertain. 4. Disagree 5. Strongly Disagree."

SCORING

Scoring was done as per the direction given in the Manual.

TABLE 1 INDICATING THE SCORING OF EI SCALE

Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

RESULT & DISCUSSION

Emotional Intelligence: "involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p. 10). Historical Advent and Concept of Emotional Intelligence is as follows, According to Guastello & Guastello (2003), the concept of emotional intelligence has its roots in Darwin and psychology. The earliest example in experimental psychology that was similar to emotional intelligence was the idea of "social intelligence" (Hedlund & Sternberg, 2000). Social intelligence was defined as "the ability to interpret social situations and make appropriate response there to" (Guastello & Guastello, 2003, p.665). The concept of social intelligence was further divided into 12 intrapersonal intelligence, and made up two of Gardner's eight intelligences (Gardner, 1983). It was from these ideas that the notion of emotional intelligence was created by Goleman (1995) stated that emotional intelligence is a combination of five characteristics: knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. This concept of emotional intelligence was greatly expanded by BarOn into the construct domain of personality traits in 1997 (Guastello & Guastello, 2003). BarOn (1997) defined emotional intelligence using fifteen characteristics, which fell into six categories: personal awareness, interpersonal relationships, problem solving, reality testing, stress management, and general mood.

With this background the present study result in Table 1 shows mean, SD and p value of different variables of emotional intelligence of males and females. The mean value of male self awareness is 18.82 and a female is 16.65. This shows that males have slightly high awareness when compared to females. The scores are significant at 0.01 level. In empathy mean value is 21.95 of males and 19.21 is females. The SD scores are 2.52 and 0.97 respectively. This shows that males have slightly high empathy when compared to females and the scores are significant at 0.01 level. The mean value of males in the variables self motivation is 25.43 and 23.85 is females and SD values are 2.49 and 2.04 respectively this reveals that males have high self motivation when compared to females. The p values are 0.20 hence the scores are insignificant. In the variable emotional stability the mean for males is 16.78 and 15.80 for females when the SD of 0.75 and 1.014 respectively. This shows that males have slightly high emotional stability when compared to females. In managing relations the mean and SD scores for males and females are 16.08(14) and 1.30(1.10) respectively. Hence males have high capacity of managing the relations when compared to females. The scores are significant at 0.002 level. In Integrity mean values is 13.56 of males and 12.85 females. The SD is 0.60 and 0.97 respectively for males and females. This shows that males have slightly high integrity when compared to females. The p value is 0.14; hence the scores are not significant. The mean value of males in the variables self development is 8.30 and 8.48 is of females and the SD scores are 0.31 and 0.41. This reveals that females have slightly high self development when compared to males. The mean value of males in value orientation is 8.39 and SD is 0.39 and mean value for females is 7.91 and SD is 0.52 this shows that males have high value orientation when compared to females. In the variable commitment the mean value of males is 8.65 and 8.44 for females and the SD scores are 0.55 and 0.52 respectively. This reveals that males have slightly high commitment when compared to females. In Altruistic behavior males have mean value of 7.91 and 7.36 for females the SD scores are 0.57 and 0.77 respectively for males and females. This reveals the females have slightly high altruistic behavior when compared to males. This is what we can find in Goleman study also from his study he says Emotional intelligence includes components like self-awareness, ability to manage moods, motivation, empathy and social skills such as cooperation and leadership (Goleman, 1998).When it comes to emotional intelligence neither women are 'smarter' nor men are 'superior'. Men and women are equal in their ability to increase emotional intelligence; while women tend to be strong in competencies based on empathy and social skills, men do better in those based on self regulation (Goleman, 1998). That is there is no much difference in male & female. Even an examination of the North American sample did not reveal significant differences on emotional and social intelligence between the various ethnic groups that were compared, (Suzuki & Valencia, 1997).

Among the most useful definitions of emotional intelligence, says that emotional intelligence lends itself to consider other forms of intelligence in addition to cognitive intelligence (Wechsler, 1958; Goleman, 1995; Hayashi, 2006). The definition of intelligence includes the ability to adapt to new situations and to reach success in life situations (Jacobs, 2004). From 1900 through the 1950s, an accepted measure of intelligence was the Intelligence Quotient (IQ) test. IQ scores were thought to measure an individual's potential for success in life (Wechsler, 1958; Sunew, 2004). However, IQ is no longer seen as a reliable tool to help determine an individual's success. Because of the long history and use of the IQ concept, any new measure or definition of intelligence has to account for it (Encinas, 2001; Perkins, 1999). Traditional intelligence tests contribute only 20% to the factors that determine life success (Gardner, 1995). This led to the Multiple Intelligence (MI) theory being proposed by Gardner in the field of human cognition (Byron, 2000 & Gardner, 1993). Gardner divided intelligence into interpersonal intelligence and intrapersonal intelligence (Liptak, 2005). He defined interpersonal (or social) intelligence as "the ability to notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations, and intentions" (Gardner, 1983, p. 239). Intrapersonal intelligence was defined as "the capacity instantly to effect discriminations among these feelings and, eventually, to label them, to enmesh them in symbolic codes, and to draw upon them as a means of understanding and guiding one's behavior" (Gardner, 1983, p. 239). These two main concepts of interpersonal and intrapersonal intelligence have been the focus of much of the ongoing research in emotional intelligence (Hayashi, 2006). Emotional, social, practical intelligence and the non academic intelligences, noncognitive intelligences, and nonintellective intelligence are separate from IQ (Hedlund & Sternberg, 2000). This concept of intelligence has gained popularity through the publication of a number of commercially successful books (Hayashi, 2006). The definition of emotional intelligence has been refined to reflect more strongly the notion that emotional intelligence is an ability. With this in depth interpretation of emotional intelligence we have done inter correlation between all factors included in emotional intelligence thus, Table 2 shows the result of inter correlation between Emotional intelligence, self awareness and integrity total scores (.247) are significant at 0.05 levels. Empathy with self awareness total scores are (.386) are significant at 0.01 level. Empathy and self motivation total scores (.311) are significant at 0.05 levels. Empathy with managing relationship and integrity total scores (.447 & .383) are significant at 0.01 level. Self motivation with Empathy total scores (.311) are significant at 0.01 levels. Managing relationship and Empathy total scores (.447) are significant at 0.01 level. Integrity with self awareness, self motivation, empathy and commitment total scores (.247, .383, .261 & .281) are significant at 0.05 & 0.01 level. Self development with commitment total scores (.514) are significant at 0.01 levels. Value orientation with altruistic behavior total scores (.251) are significant at 0.05 level. Integrity with self awareness, self motivation and commitment total scores (.247, .261, & .281) are significant at 0.05 level. Integrity with commitment total scores (.281) are significant at 0.01 level. Commitment with empathy, integrity and self development total scores (.289, .291 & .514) are significant at 0.05 & 0.01 level. Altruistic behavior with value orientation total scores (.251) are significant at 0.01 level. Therefore it is concluded that there is a positive correlation between Emotional intelligence of undergraduate students,

CONCLUSION

When we define **Emotional intelligence** as one Type of intelligence defined as the abilities to perceive, appraise, and express emotions accurately and appropriately, to use emotions to facilitate thinking, to understand and analyze emotions, to use emotional knowledge effectively, and to regulate one's emotions to promote both emotional and intellectual growth. If this is true then it is very important during the years where the students learn to become a civilized person, become ready to take responsibility of him/her self along with taking responsibility of family many a times. If they have emotional intelligence it will ease their job to enter into adult world. Thus we thought to find out emotional intelligence of our students in a small study before we get into the big study in a large scale with huge sample.

LIMITATIONS OF THE STUDY

The sample was not representative of the rural students. The sample size was very small. Effect of the demographic variables was not studied.

SUGGESTION FOR THE FURTHER STUDY

The effect of demographic variables can be studied to know their effect on emotional intelligence.

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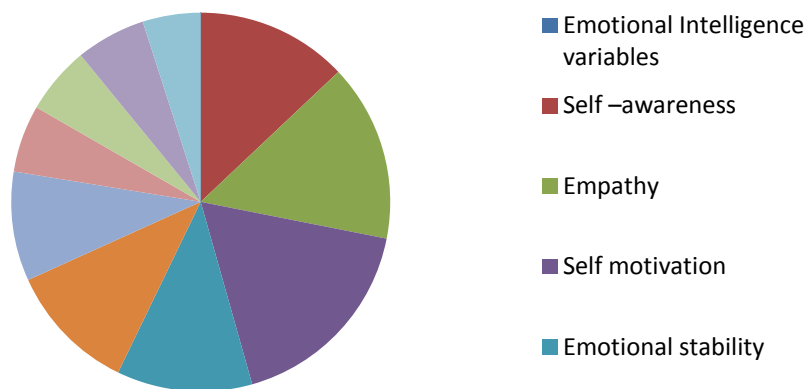
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TABLE**TABLE 1: THE MEAN, SD AND P VALUE ON EMOTIONAL INTELLIGENCE OF GENDER**

Emotional Intelligence variables	Male		Female		P value
	Mean	SD	Mean	SD	
Self –awareness	18.82	2.24	16.65	1.21	0.01
Empathy	21.95	2.52	19.21	0.97	0.01
Self motivation	25.43	2.49	23.85	2.043	0.20
Emotional stability	16.78	0.75	15.80	1.01	0.178
Managing relations	16.08	1.30	14	1.106	0.002
Integrity	13.56	0.60	12.85	0.97	0.14
Self development	8.30	0.31	8.48	0.41	0.536
Value orientation	8.39	0.39	7.91	0.52	0.86
Commitment	8.65	0.55	8.44	0.52	0.55
Altruistic behavior	7.19	0.57	7.36	0.77	0.25

GRAPH 1

Male



GRAPH 2

Female

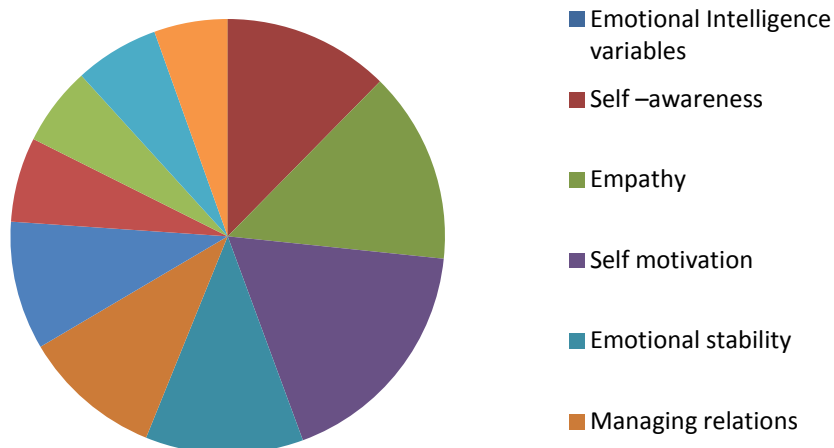


TABLE 2: INTER CORRELATION OF EMOTIONAL INTELLIGENCE

Emotional Intelligence	SA	EM	SM	ES	MR	IN	SD	VO	CO	AB
SA Pearson Correlation	1	.386**	.008	.032	.195	.247*	.169	-.208	.177	.083
Sig. (2-tailed)		.001	.948	.794	.106	.039	.162	.817	.142	.494
N	70	70	70	70	70	70	70	70	70	70
EM Pearson Correlation	.386**	1	.311*	.114	.447**	.383**	.154	.148	.289*	.114
Sig. (2-tailed)	.001		.009	.346	.000	.001	.204	.220	.015	.346
N	70	70	70	70	70	70	70	70	70	70
SM Pearson Correlation	.008	.311**	1	.190	.172	.261	.163	.019	.104	.011
Sig. (2-tailed)	.948	.009		.116	.155	.029	.70	.178	.875	.390
N	70	70	70	70	70	70	70	70	70	70
ES Pearson Correlation	.032	.114	.190	1	.080	.096	.242* .216	.216	-.022	.160
Sig. (2-tailed)	.794	.346	.116		.508	.428	.70	.072	.859	.187
N	70	70	70	70	70	70	70	70	70	70
MR Pearson Correlation	.195	.447**	.172	.080	1	.230	.160	.069	.199	-.202
Sig. (2-tailed)	.508	.000	.155	.106		.055	.187	.570	.099	.093
N	70	70	70	70	70	70	70	70	70	70
IN Pearson Correlation	.247*	.383**	.261*	.096	.230	1	.218	.028	.281*	-.170
Sig. (2-tailed)	.039	.001	.029	.428	.055		.070	.82	.014	.161
N	70	70	70	70	70	70	70	70	70	70
SD Pearson Correlation	.169	.154	.163	.242*	.160	.218	1	.151	.514**	.036
Sig. (2-tailed)	.162	.204	.178	.044	.187	.070		.213	.000	.770
N	70	70	70	70	70	70	70	70	70	70
VO Pearson correlation	-.028	.148	.019	.216	.069	.028	.151	1	.012	.251*
Sig. (2-tailed)	.817	.220	.875	.072	.570	.821	.213		.919	.036
N	70	70	70	70	70	70	70	70	70	70
IN Pearson Correlation	.247*	.383**	.261*	.096	.230	1	.218	.028	.281*	-.170
Sig. (2-tailed)N	.039	.001	.029	.428	.055		.070	.82	.014	.161
N	70	70	70	70	70	70	70	70	70	70
CO Pearson Correlation	.177	.289*	.104	-.022	.199	.291*	.514**	.021	1	.020
Sig. (2-tailed)	.142	.015	.390	.859	.099	.014	.000	.919		.869
N	70	70	70	70	70	70	70	70	70	70
AB Pearson correlation	.083	-.114	.011	.160	-.202	.170	-.036	.251*	.020	1
Sig. (2-tailed)	.494	.346	.929	.187	.093	.161	.770	.036	.869	
N	70	70	70	70	70	70	70	70	70	70

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