

## Emotional Intelligence and Youth: A Comprehensive Study

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### Abstract

Emotional Intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. The present study has been carried out on the sample of 55 university students (male and female) with the age range 20 – 24 years. The major instrument used in the present study was Global Emotional Intelligence Test which uses 40 questions that are derived from the Global-EI Capability Assessment instrument, which contains 158 items. These are based on Goleman's Four Quadrant Emotional Intelligence Competency Model (2002). The subjects were selected on the basis of stratified random sampling. After collection of the data, statistical analysis has been made with the help of statistical tools and t-test. The findings of the study indicate that the majority of the sample exhibited an above average level of emotional intelligence.

**Key Words:** Emotional Intelligence, stratified random sampling.

### Introduction

Emotional Intelligence (EI or EQ for "emotional quotient") is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively. This ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others.

Emotional intelligence is commonly defined by four attributes:

- *Self-Management:* It is the ability to regulate emotions and behaviors, manage emotions in a healthy way, take initiative, follow through and adapt to different situations. Self-management is comprised of five competencies; Self-control, which is keeping disruptive emotions and impulses under control; transparency, which is maintaining standards of honesty and integrity, managing yourself and responsibilities; and adaptability, which is the flexibility in adapting to changing situations and overcoming obstacles; achievement

orientation, which is the guiding drive to meet an internal standard of excellence; and initiative, which is the readiness to seize opportunities and act.

- *Self-awareness*: The core of Emotional Intelligence is self-awareness. Self-awareness is comprised of three competencies; emotional self-awareness, where you are able to read and understand your emotions as well as recognise their impact on work performance and relationships; accurate self-assessment, where you are able to give a realistic evaluation of your strengths and limitations; and self-confidence, where you have a positive and strong sense of one's self-worth. The starting point and key in these areas is the ability to be critically self-reflective.
- *Social awareness*: Social Awareness is comprised of three competencies; empathy, which is understanding others and taking an active interest in their concerns; organisational awareness, which is the ability to read the currents of organisational life, build decision networks and navigate politics; and service orientation, which is recognizing and meeting customer's needs. The adaptable, success-oriented type.
- *Relationship management*: It is the ability to know how to develop and maintain good relationships, communicate clearly, motivate and influence others, work well in a team and manage conflicts. The Social cluster of Relationship Management is comprised of seven competencies; visionary leadership, which is inspiring and guiding groups and individuals; developing others, which is the propensity to strengthen and support the abilities of others through feedback and guidance; influence, which is the ability to exercise a wide range of persuasive strategies with integrity, and also includes listening and sending clear, convincing and well-tuned messages; change catalyst, which is the proficiency in initiating new ideas and leading people in a new direction; conflict management, which is resolving disagreements and collaboratively developing resolutions; building bonds, which is building and maintaining relationships with others; and teamwork and collaboration, which is the promotion of cooperation and building of teams.



Goleman's Emotional Intelligence Model (2002)

Emotional intelligence (EI) has been defined by various psychologists, each offering unique perspectives on this multifaceted construct. Peter Salovey and John D. Mayer, considered pioneers in the field, defined emotional intelligence as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth."

Daniel Goleman popularized the concept of emotional intelligence in his book titled "Emotional Intelligence: Why It Can Matter More Than IQ". He defined it as "the ability to recognize, understand, and manage our own emotions and to recognize, understand, and influence the emotions of others." Goleman emphasized the practical application of emotional intelligence in personal and professional success. Howard Gardner, a psychologist at Harvard, known for his theory of multiple intelligences, views emotional intelligence as one of these intelligences, describing it as "the ability to understand other people, what motivates them, and how to work cooperatively with them."

Gary D. Chapman (Author of "The Five Love Languages"), incorporates emotional intelligence into the context of relationships, stating that "emotional intelligence involves the ability to recognize our own feelings and those of others, to motivate ourselves, and to manage emotions well in ourselves and in our relationships." These definitions reflect different perspectives on

emotional intelligence, including aspects of self-awareness, interpersonal skills, emotional regulation, and the integration of emotions into mental processes.

As we all know, people who are more successful or more accomplished in life are not intellectuals. One may meet people who excel academically but are socially awkward and unsuccessful at work or in relationships. Mental or intellectual ability (IQ) alone is not enough to succeed in life. For example, your IQ can help you get into college, but your EQ can help you manage your stress and emotions when facing final exams. IQ and EQ go hand in hand and are most effective when built upon each other. Thus, this study has been conducted on the students in their post-graduation in order to test their emotional intelligence level.

### **Objective**

To find the level of emotional intelligence in university students.

### **Hypothesis**

There is a significant level of emotional intelligence among university students.

### **Literature Review**

1. Salovey, P., & Mayer, J. D. (1990). *Emotional intelligence. Imagination, Cognition and Personality*, 9(3), 185-211.

This seminal work introduced the concept of emotional intelligence, defining it as the ability to monitor and regulate one's own and others' emotions. The authors proposed a comprehensive model, outlining four branches of emotional intelligence: perceiving, facilitating, understanding, and managing emotions.

2. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.

Goleman's popular book expanded the reach of emotional intelligence to a broader audience. It explores the practical implications of emotional intelligence in various aspects of life, arguing that it can be a more critical factor for success than traditional measures of intelligence.

3. *Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. European Journal of Personality, 15(6), 425-448.*

This research delves into trait emotional intelligence, providing a psychometric analysis and discussing its relationships with established personality traits. It contributes to the ongoing debate about the nature of emotional intelligence and its distinctiveness from other personality dimensions.

4. *Mayer, J. D., Salovey, P., & Caruso, D. R. (2002). Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) user's manual. MHS Publishers.*

The MSCEIT is a widely used instrument for assessing emotional intelligence. The manual provides insights into the development and administration of the test, offering valuable information for researchers and practitioners interested in measuring emotional intelligence.

5. *Bar-On, R. (1997). The Emotional Intelligence Inventory (EQ-i): Technical manual. Multi-Health Systems.*

Bar-On's EQ-i is another prominent tool for assessing emotional intelligence. The technical manual outlines the theoretical foundations of the inventory and provides details on its construction and validation, serving as a guide for researchers and practitioners.

6. *Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. Social and Personality Psychology Compass, 5(1), 88-103.*

This comprehensive review explores the implications of emotional intelligence across various life domains, including personal, social, academic, and workplace settings. It synthesizes research findings to highlight the potential impact of emotional intelligence on success and well-being.

7. Zeidner, M., Roberts, R. D., & Matthews, G. (Eds.). (2012). *What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health*. MIT Press.

As an edited volume, this work compiles contributions from various experts in the field. It covers a broad spectrum of topics related to emotional intelligence, including its influence on learning, work performance, relationships, and mental health.

8. Roberts, R. D., Zeidner, M., & Matthews, G. (2009). *The science of emotional intelligence: Current consensus and controversies*. *European Psychologist*, 14(3), 205-220.

Focusing on the scientific aspects of emotional intelligence, this article reviews the current consensus and controversies in the field. It critically examines the empirical evidence and theoretical frameworks, offering insights into the ongoing debates surrounding emotional intelligence.

9. Mestre, J. M., Samper, P., Frías, M. D., & Tur, A. M. (2009). *Are women more empathetic than men? A longitudinal study in adolescence*. *The Spanish Journal of Psychology*, 12(1), 76-83.

This longitudinal study investigates gender differences in empathy during adolescence. It contributes valuable insights into the development of empathy, a key component of emotional intelligence, and explores how it may vary across genders during this critical life stage.

10. Brackett, M. A., & Katulak, N. A. (2006). *Emotional intelligence in the classroom: Skill-based training for teachers and students*. In J. Ciarrochi, J. R. Forgas, & J. D. Mayer (Eds.), *Emotional intelligence in everyday life* (2nd ed., pp. 255-272). Psychology Press.

Focused on the practical application of emotional intelligence, this chapter explores skill-based training for teachers and students in the classroom. It emphasizes the role of emotional intelligence in educational settings and provides guidance for implementing interventions to enhance emotional competence.

### Methodology

*Sample:* The present study has been conducted on the sample of 55 University students (Girls and Boys) Guru Jambheshwar University of Science and Technology, Hisar, Haryana. The age of the participants ranged between 20-24 years.

*Tool:* The major instrument used in the present study was Global Emotional Intelligence Test which uses 40 questions that are derived from the Global-EI Capability Assessment instrument, which contains 158 items. These are based on Goleman’s Four Quadrant Emotional Intelligence Competency Model (2002). This scale consists of 40 items with two alternatives.

*Procedure:* The above mentioned psychological test was administered to the selected subjects personally and they were asked to read carefully the instructions given in the questionnaire. Subjects were allowed to take their own time to complete the questionnaire. Scoring of this questionnaire was done accordingly to the instructions in their manuals and concerning books.

### Limitations

- This study is limited to 55 respondents. So findings and conclusion given on the basis of the study cannot be extrapolated to the entire student population.
- The result fully depends on the information given by the respondents which may be biased.

### Result and Discussion

| Group Statistics       |    |         |                |                 |
|------------------------|----|---------|----------------|-----------------|
|                        | N  | Mean    | Std. Deviation | Std. Error Mean |
| Emotional Intelligence | 55 | 25.6182 | 4.57243        | .61655          |

Table 1. Mean, standard deviation on scores of the sample.

| One-Sample Test        |        |    |                 |                 |   |         |
|------------------------|--------|----|-----------------|-----------------|---|---------|
|                        | t      | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |         |
|                        |        |    |                 |                 | Lower                                     | Upper   |
| Emotional Intelligence | 41.551 | 54 | .000            | 25.61818        | 24.3821                                   | 26.8543 |

Table 2. t-values on the scores of the sample

The present study is comprehensive study of emotional intelligence among post graduate students (both male and female) of GJUS&T University, Hisar, Haryana, India. T-test has been used to

study difference in emotional intelligence among students. The results of present study revealed that majority of the students who participated in this study have average emotional intelligence level. The mean score of sample is 25.62, the standard deviation is 4.57 and the standard error mean is 0.61 and t-value for the sample is 41.55. Significant value is 0 and the degree of freedom is 54.

### **Conclusion**

On the basis of the present research it can be said that there is an above the average emotional intelligence shown by the majority of the participants which is in contrast to the common assumption of decrease in emotional intelligence in youth nowadays.

Thus, it can be concluded that an above average level of emotional intelligence is exhibited by the majority of the university students of urban background.

### **Future Research**

The study was conducted from the students who belonged to an urban area and emotional intelligence was above average among the students. Further research can be conducted in order to check whether there is a difference between emotional intelligence of students of the city and the students who come from rural areas. Emotional Intelligence can also be measured for female and male students of different states, cities, towns and villages and then comparison can be drawn between them. Additionally, future studies could be conducted to look for differences in emotional intelligence among international college students in the India.

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