Original Research Paper

Psychology

STUDENT FACULTY AND EMOTIONAL INTELLIGENCE - A CASE STUDY ON POST GRADUATE STUDENTS OF ACHARYA NAGARJUNA UNIVERSITY, ANDHRA PRADESH, INDIA

Sankara Pitchaiah Podila | Acharya Nagarjuna University, Nagarjuna Nagar, Guntur -522510, Andhra Pradesh, India

ABSTRACT To achieve the educational goals of the 21st century, there is a need for developing healthy, responsible, and productive students and teachers in all academic disciplines. Emotional Intelligence (EI) is very much useful to create such personalities. The present research has concentrated on studying the relationship between student faculty (Arts, Science and Commerce and Management) gender and EI of the post graduate students (n=826) of Acharya Nagarjuna University. It is found that Arts and Science students have better ability in understanding own emotions. However, the Commerce and Management students show abilities in understanding others emotions and managing own and others emotions compared to arts and science students. Significantly, Commerce and Management students show high EI than other faculty students.

KEYWORDS : Emotional Intelligence, Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, Interpersonal Management, Student Faculty

INTRODUCTION

Emotional intelligence (EI), like general intelligence, is the product of one's heredity and its interaction with environmental forces. It is proposed by Salovey and Mayer (1990) for the first time. Until recently, it is believed that a person's general intelligence is the greatest predictor of success in any walks of life-academic, social, vocational or professional. However, researches and experiments conducted in the 90s onwards have challenged such over-dominance of the general Intelligence, replacing it by the concept of EI. The present study is aimed at studying the relation between student faculty, gender and EI of the Post-Graduate students of Acharya Nagarjuna University, Andhra Pradesh, India. The research work is aimed at studying the Emotional Intelligence of PG students with reference to faculty and gender. Relation between EI and food habit (Sankara Pitchaiah and Adam Paul, 2013), Age and EI (Sankara Pitchaiah, 2017) and EI and gender (Sankara Pitchaiah, 2018) are already studied.

Importance of EI

Knowing about one's emotional intelligence in terms of an emotional quotient has wide educational and social implications for the welfare of the individual and the society. Goleman has explained the importance of EI and it is briefly presented here.

• Intelligence Quotient (I.Q) contributes only about 20% of success in life, the other forces contribute the rest.
• EI may be the best predictor of success in life.
• Emotionally intelligent people and more likely to succeed in everything they undertake in their life.
• Make children their life more healthy, enjoyable and successful in the future.
• EI is to be applauded not because it is totally new but because it captures the essence of what our children or all of us need to know for being productive and happy.
• Success in academics can be predicted.
• In working situations EI helps more than one's intellectual potential
• EI helps much in all spheres of life through its various constituents or components namely knowledge of his emotions, (self awareness), managing the emotions motivating oneself, recognizing emotions in other (empathy), and handling relationships.

METHODOLOGY

Purposive random sampling was adopted in this study. The size of the sample is 826 and faculty wise Science; 362 students, Arts; 284 and Commerce and Management (Mgmt) 180. The author utilized one standardized test i.e., Mangal emotional Intelligence Inventory (2004) for collecting the data. Survey method was used to get the response from Post- Graduate boys and girls. Opinion was taken on four areas of emotional intelligence, i.e., 1. Intrapersonal Awareness

(IAA) 2.Interpersonal Awareness (IEA) 3.Intrapersonal Management (IAM) and 4. Interpersonal Management (IEM). This design was enabled the researcher to evaluate the four areas of emotional intelligence and also overall emotional intelligence. The design also enabled to compare the variation between boys and girls. Pearson Chi-Square Test was employed using SPSS Program to know the significance of the variables. Pearson Correlation Coefficient was calculated and the relation between Emotional Intelligence, its areas and gender is studied.

Operational Definitions of the Key Terms

• **Emotional Intelligence (EI):** The ability to perceive, understand and managing personal feelings and those of others.
• **Intrapersonal Awareness (IAA):** Knowing about one's own emotions. It can be defined as the ability to know and understand one's self.
• **Interpersonal Awareness (IEA):** Knowing about other's emotions. Interpersonal Awareness can be defined as the ability to know and understand others. It is the understanding other's emotions with a positive attitude and long association.
• **Intrapersonal Management (IAM):** Managing one's own emotions. Self-Management is the understanding own emotions and accepting deficit adopting suitable techniques.
• **Interpersonal Management (IEM):** Managing other's emotions. Interpersonal Management is the understanding others emotions and adopting suitable techniques.

RESULTS AND DISCUSSION

IAA

In the present study 28.88% of Arts and 26.72% of Science students fell in V. good and good categories, whereas 4.17% from Commerce and Mgmt faculty. However, Most of the Commerce and Mgmt students show average IAA (70.83%) (Fig.1).
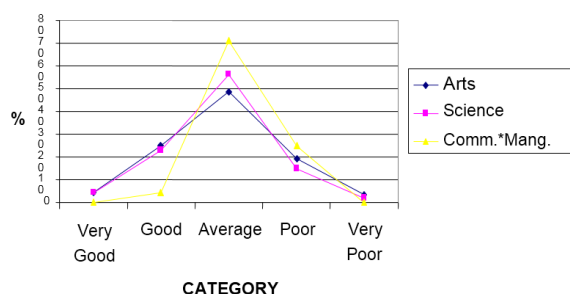

Fig. 1 - Relation Between IAA and Faculty

IEA

20.83% of Commerce and Mgmt students show good IEA and the percentage is 18.31% and 16.60% for Arts and Science students respectively (Fig. 2).
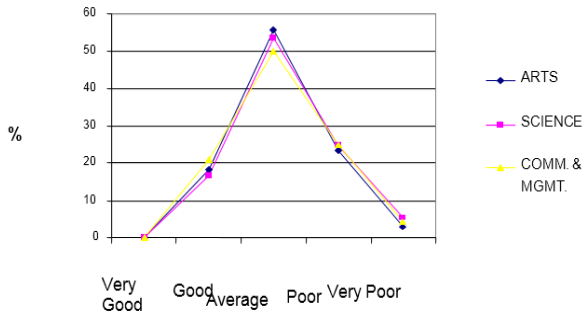
Fig. 2- Relation Between IEA and Faculty
IAM
It is observed that the ability of managing own emotions is higher for Commerce and Mgmt (16.67%), slightly less for Science (14.17%) and Arts students (8.45%). These variations are shown in figure 3.
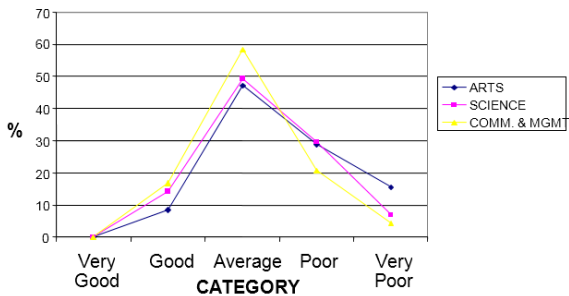

Fig. 3 – Relation Between IAM and Faculty

IEM
Significant variations are observed in this area. 37.50% of Commerce and Mgmt students show V.good and good IEM compared to 17.61% of Arts and 16.60% of Science faculties. More than 66% of Science students show average IEM. 23.24% of Arts students fell in poor category compared to 14.57% of Science and 8.33% of Commerce and Mgmt (Fig. 4).
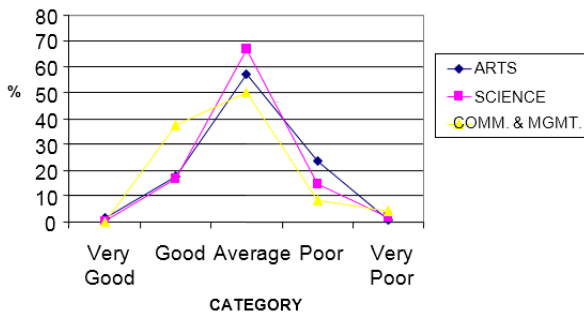

Fig. 4 - Relation Between IEM and Faculty
EI
The overall EI is high for Commerce and Mgmt students, fell 87.50% in good and average categories. The percentage is 72.47% for Science and 64.79% for Arts (Fig. 5).
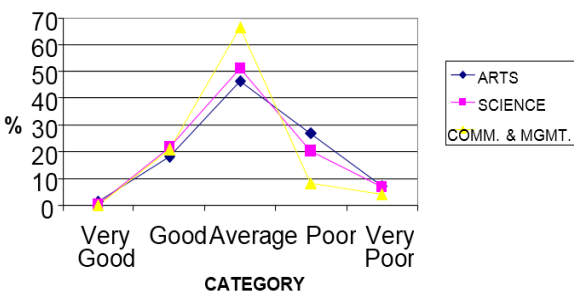

Fig. 5 - Relation Between EI and Faculty

Mean Variation
• Mean, Standard error and Standard deviation were calculated for all the variables. The results are as follows;
• Arts male and female students show relatively high IAA. Comparatively The Commerce & Mgmt students, both male (15.54) and female (16.55) have less IAA (Table 1). The male Science students show higher ability in understanding own emotions (mean 17.36).
• In the case of IEA there is no significance in mean difference of Commerce & Mgmt male students (mean: 16.08) compared to other faculties (Arts:15.68, Science: 15.65). In the case of female students the Arts (16.24) and Commerce & Mgmt (16.09) show higher means (Table 2).
• Commerce & Mgmt female students show high mean of IAM compared to the Science and Arts female and male students. Among the male, the Science (16.59) and Commerce & Mgmt students (16.46) show higher means in managing own emotions (Table 3).
• In managing others emotions (IEM), both male and female Commerce and Mgmt branches show high values (male: 17.62), female (20.36) compared to other students. particularly female students of Commerce show high ability (Table 4).
• Among the males, Science students show high EI (Mean 66.98) followed by Commerce & Mgmt (Mean 65.69). Significant variation in mean values is found among Commerce & Mgmt and other faculty students. The mean value for Commerce & Mgmt female is 71.09 and it is 66.55 and 66.28 for Arts and Science faculties respectively (Table 5).

TABLE 1 Statistical Relation Between Faculty and EI Areas

P	IAA					
	Male			Female		
	Sci	Arts	Mgmt	Sci	Arts	Mgmt
M	17.36	16.99	15.54	17	17.18	16.55
SE	0.225	0.282	0.373	0.221	0.346	0.553
SD	3.509	3.726	1.902	3.487	3.63	2.595

P-Parameter, M-Mean, SE-Standard Error, SD- Standard Deviation

TABLE 2 Statistical Relation Between IEA and Faculty

P	IEA					
	Male			Female		
	Sci	Arts	Mgmt	Sci	Arts	Mgmt
M	15.65	15.68	16.08	15.66	16.24	16.09
SE	0.252	0.278	0.926	0.236	0.322	0.77
SD	3.944	3.664	4.724	3.738	3.373	3.611

P-Parameter, M-Mean, SE-Standard Error, SD- Standard Deviation

TABLE 3 Statistical Relation Between IAM and Faculty

P	IAM					
	Male			Female		
	Sci	Arts	Mgmt	Sci	Arts	Mgmt
M	16.59	15.38	16.46	15.9	15.2	18.09
SE	0.23	0.291	0.903	0.23	0.356	0.451

P-Parameter M-Mean, SE- Standard Error

Chi-square distribution
Chi-square is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis.

TABLE 4 Statistical Relation Between IEM and Faculty

P	IEM					
	Male			Female		
	Sci	Arts	Mgmt	Sci	Arts	Mgmt
M	17.38	16.89	17.62	17.72	17.93	20.36
SE	0.185	0.23	0.713	0.164	0.247	0.387
SD	2.893	3.028	3.634	2.596	2.59	1.814

P-Parameter, M-Mean, SE-Standard Error, SD- Standard Deviation

TABLE 5 Statistical Relation Between EI and Faculty

P	EI					
	Male			Female		
	Sci	Arts	Mgmt	Sci	Arts	Mgmt
M	66.98	64.93	65.69	66.28	66.55	71.09
SE	0.715	0.843	2.187	0.665	0.942	1.171
SD	11.17	11.12	11.153	10.513	9.88	5.494

P-Parameter, M-Mean, SE-Standard Error, SD- Standard Deviation

The study revealed that there is a variation in understanding own emotions IAA), managing own and other's. However, no significance is found in the case of IEA and EI (Table 6).

TABLE 6a Chi-Square Test for EI Areas and Faculty (continued in Table 6b)

Area	F	Categories					
		VG	G	Av	P	VP	Total
IAA	S	14	82	204	54	7	361
	A	12	70	139	54	10	285
	M	0	7	128	45	0	180
IEA	S	0	60	193	89	19	361
	A	0	52	158	66	8	284
	M	0	38	90	45	8	181
IAM	S	0	51	180	106	24	361
	A	0	24	134	82	44	386
	M	0	30	105	37	7	179
IEM	S	1	60	243	52	7	363
	A	4	50	162	66	2	284
	M	0	67	90	15	7	179
EI	S	1	77	186	73	24	361
	A	4	52	134	76	20	286
	M	0	37	120	15	7	179

F-Faculty, S-Science, A-Arts, M-Mgmt, T-Total
VG-V.Good, G-Good, Av-Average, P-Poor, VP-Very poor

Various studies are carried out on the relation between EI, faculty and gender. Costa and McCrae, (1992) felt that students in different academic subjects

TABLE 6b Chi-Square Test for EI Areas and Faculty

Area	Faculty	Pearson Chi-Square		
		Value	df	Significance
IAA	Science	20.847	8	0.008
	Arts			
	Mgmt			
IEA	Science	3.60319	6	0.730
	Arts			
	Mgmt			
IAM	Science	23.161	6	0.001
	Arts			
	Mgmt			
IEM	Science	31.310	8	0.000
	Arts			
	Mgmt			
EI	Science	15.452	8	0.051
	Arts			
	Mgmt			

have different personality profiles. Natural sciences students, on the other hand, prefer precision over ambiguity and score higher in conscientiousness and conformity (Harris, 1993). Emotional intelligence is a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways. Emotional experience and expression are unique to each person. An educational model for developing emotional intelligence must address this unique human condition (Gary Low et al., 2004). Perez

and Castejon (2005) applied the Schutte Assessing Emotions Scale to a sample of university students and found that those in educational degrees scored higher in global trait EI than those in technical studies. Arts students tend to score higher in neuroticism than Natural Sciences and Social Sciences students (Rubinstein, 2005) and also appear to be less sociable and extraverted than students in other faculties. Students in social science disciplines have higher scores than technical and natural sciences students in openness to experience, empathy, and cooperation (Beauchamp and McKelvie, 2006). Bueno (2006) investigated the psychometric properties to evaluate the emotional intelligence in the Brazilian cultural context. It was administered to 334 participants of both sexes (41.9% males and 58.1% females). They were university students of Psychology (42.8%), Communication and Arts (39.5%) and Civil Engineering (17.7%), with a mean age of 20.5 years old. Significant differences were found between genders, favoring women, and between courses, favoring Psychology students. Introversion is a trait frequently found among technical studies students. In addition, students with social career aspirations (e.g., guidance counsellors and teachers) tend to score higher in agreeableness than students in engineering (Larson et al., 2007). Belanger et al., (2007) analysed Coping Strategies and E Intelligence. Based on data collected from 613 upper-level undergraduate students enrolled at multiple universities in the USA, the effects of coping strategies and emotional intelligence on academic performance were tested. The results indicate that SE is related to academic success for computing students. emotional intelligence does predict SE for computing students. However, computing and non-computing majors differed significantly on emotional intelligence and the accommodation coping strategy. Further, the change the situation coping strategy was directly linked to academic success for non-computing students, but not for computing students. Implications of these findings are discussed.

Sanchez et al., (2010) investigated the trait emotional intelligence profiles of 512 students from five university faculties: technical studies, natural sciences, social sciences, arts, and humanities. Results found that social sciences (a) scored higher than technical studies in Emotionality, (b) arts scored higher than technical studies in Emotionality (c) arts scored lower than technical studies in self-control and (d) there is an interaction between gender and faculty, whereby female students scored higher than male students within the social sciences only. Agarwal and Saxena (2012) study consists of the students studying in undergraduate courses of Kurukshetra University, Kurukshetra, Haryana in three streams namely Science, Commerce and Arts. Science students tend to be more confident and show better emotional behavior than commerce students. Science students are more confident and more socially adjustable than Arts students. Yadav & Yadav (in Labhane and Baviskar, 2015) studied Value pattern and self-concept of Arts and Science senior secondary students. Result indicated that here is significant difference between self-concept of science and arts group students. Significant difference was found between arts and science faculty students with reference to their emotional intelligence. This significant "t" value (4.70) indicates that faculty significantly affects the emotional intelligence. The mean value of emotional intelligence of arts faculty students is 76.56, science faculty students is 84.96. This reveals the fact that science faculty students have highest emotional intelligence than arts faculty students (Labhane and Baviskar, 2015). Mohanty and Devi, 2010 (in Labhane and Baviskar, 2015) have revealed in their study on gender differences among EI (N=60) that girls are more optimistic and well aware of their feelings in comparison to boys. Girls are more aware and understand their own feelings (Components of EI) than boys. In their study conducted on students of Faculty of Science, Engineering Faculty, College of Physical Education, Faculty of Law, Faculty of Letters, Faculty of Fine Arts and Heath Science; they found that determined that there are relations between academic achievements and especially understanding own emotions and Emotion Management sub- scales of Emotional Intelligence. The population of the study consisted of students of three different

areas of faculties in Ataturk University. The sample group of study, on the other hand, consisted of 305 senior students. Emotional intelligence level was determined to be lower in natural sciences students and moderate in students of health and social sciences (Ozlu, 2016). According to Patel, (2017) Arts college students emotional intelligence higher than commerce college students. All the studies are not showing uniform results. In the present study Commerce and Mgmt students show high EI.

CONCLUSION

Present study unequivocally supports that there is a significant difference of EI among Arts, Science and Commerce and Mgmt students. The commerce and Mgmt students have high EI and ability in subareas.

ACKNOWLEDGEMENT

REFERENCES

1. Aggarwal S and Saxena M K (2012), Comparative Study Of Emotional Intelligence Of Undergraduate Students, An International Peer Reviewed Scholarly Research Journal for Interdisciplinary Studies, Vol.1, Issue-II, pp 218-225.
2. Beauchamp, K., and McKelvie, S. J. (2006). Personality traits and university program. Psychological Reports, Vol.99, pp.277–291.
3. Belanger, F. Lewis., T. Kasper., G.M., Smith., W.J., and Harrington., K.V. (2007). Are Computing Students Different? An Analysis of Coping Strategies and E Intelligence Virginia Polytech. Inst. and State Univ., Blacksburg Education, IEEE Transactions on Vol. 50 pp.188 – 196.
4. Bueno José Maurício Haas (2006) Emotional Intelligence in University Students, Psicologia: Teoria e Pesquisa Set-Dez 2006, Vol. 22 n. 3, pp. 305-316.
5. Costa, P.T. Jr. and McCrae, R.R. (1992).Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual, Psychological Assessment Resources, Odessa, FL.
6. Gary Low, Allen Lomax., Mona Jackson.,and Darwin Nelson.(2004). Emotional Intelligence: A New Student Development Model, A Paper Presented at the 2004 National Conference of the American College Personnel Association in Philadelphia Pennsylvania, 22pp.
7. Harris, J. A. (1993). Personalities of students in three faculties: Perception and accuracy. Personality and Individual Differences, Vol.15, pp.351–352.
8. Labhane C P and Baviskar P A (2015), Self concept and Emotional intelligence: A comparative study of Arts and Science college students, The International Journal of Indian Psychology, ISSN 2348-5396 Volume 2, Issue 2, Paper ID: B00311V2I22015.
9. Larson, L. M., Wei, M., Wu, T. F., Borgen, F. H., and Bailey, D. C. (2007). Discriminating among educational majors and career aspirations in Taiwanese undergraduates: The contribution of personality and self-efficacy. Journal of Counselling Psychology, Vol. 54, pp. 395–408.
10. Mangal, S K and Shubhra Mangal (2004) Mangal Emotional intelligence Inventory (MEII), National Psychological Corporation, Agra.
11. Ozlu Z K, Gülçin Avsar, Kübra Gökalp, Serap Ejder Apay, Özlem Sahin Altun, and Afife Yurttas (2016) Comparison of the Emotional Intelligence Levels of Students Receiving Education in Different Fields, Education Research International, Article ID 8508153, http://dx.doi.org/10.1155/2016/8508153.
12. Patel S.K (2017) Emotional Intelligence of College Level Students In Relation to Their Gender, The International Journal of Indian Psychology, Volume 4, Issue 2, No. 87.
13. Perez, N., and Castejon, J. L. (2005). [Differences in the emotional intelligence profile in university students from different degrees.] In J. Romay, and R. Garcı´a (Eds.), Psicologı´a de las Organizaciones, del Trabajo y Recursos Humanos y de la Salud (pp. 1971–203). Madrid: Biblioteca Nueva.
14. Rubinstein, G. (2005). The big five among male and female students of different faculties. Personality and Individual Differences, Vol.38, pp. 1495–1503.
15. Salovey, P. and Mayer., J. D. (1990). Emotional intelligence. Imagination, Cognition, and Personality, Vol 9, pp.185-211.
16. Sanchez-Ruiz, Juan Carlos Perez-Gonzalez., K. V. Petrides. (2010). Trait emotional intelligence profiles of students from different university Faculties, Australian Journal of Psychology, Vol. 62, pp. 51–57.
17. Sankara Pitchaiah P and Adam Paul Patteti (2013) Success Mantra for Academic Achievement in Information Age. International Journal of Psychology and Education Vol.1, Issue. 3, pp. 1-8.
18. Sankara Pitchaiah Podila (2017) Age, Gender and Emotional Intelligence - A Case Study on Post Graduate students of Acharya Nagarjuna University, Andhra Pradesh, India, International journal of Education for the future, Vol. 5, Issue 2.
19. Sankara Pitchaiah P (2018) Emotional Intelligence and Gender – A Case study on Post-Graduate Students of Acharya Nagarjuna University, Andhra Pradesh, India, Global Journal for Research Analysis (GJRA), Volume-7, Issue-10, pp. 440-443. (UGC Sr.No-49177)