



EMOTIONAL INTELLIGENCE AND PERSONALITY CHARACTERISTICS OF COLLEGE LEVEL STUDENTS

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ABSTRACT

Emotional Intelligence includes self-awareness and impulse control, persistence, zeal and motivation, empathy and social adequacy. These are the attributes that mark people excel : whose relationships flourish, who are stars in the work place. The aim of study was to find out the emotional Intelligence of adolescent girl's personality type. A sample of 120 girls equally of all faculties-Arts, Commerce and Science was taken on random basis as moderating variable. The results of the study revealed the significant differences in Arts and Commerce and Science in their emotional intelligence. Neuroticism personality factor was found to be negatively related with emotional Intelligence

Keywords: Personality, Achievement, Locus of Control, self Confidence, Volleyball Player.

1. INTRODUCTION

Emotional Intelligence (E.I.) is a fascinating concept in recent years because now intelligence quotient alone is not sufficient for success in life. Peter Salovey and John Mayer (1990) proposed a comprehensive theory of Emotional Intelligence, but recently Daniel Goleman (1996) brought this concept in limelight. He refers it as the capacity for recognizing our own feeling and those of others, for motivating ourselves, and in our relationships.

Gardner (1989) thinking about the multiplicity of intelligence continues to evolve. Gardner (1983) published his theory and provided the nutshell, summaries the personal Intelligence.

Salovey (1990) subsumes Gardner's personal intelligence in his basic definition of emotional Intelligence, expanding the abilities and traits. These are expression in terms of behavior, experience aspirations, interest values. Ambitions and temperament. It is the characteristic patterns of action behavior, thoughts and feelings which may experienced by the individuals. It is the dynamic organization within the individuals which determines his unique adjustment to the environment. A person behaves in a given situation according to his personality is the mirror of once total behaviour.

It is rightly held that the academic intelligence has little to do with emotional life. The brightest with high IQ can stunningly poor pilots of their private lives is no guarantee of prosperity, prestige, or happiness in life. Our education and culture fixate on academic ability only but ignores emotional intelligence. Emotional intelligence is a act or trait some might call it character and that also matters immensely for our personal destiny.

There is need to develop the emotional intelligence. Life in youth is a domain that surely as reading or can be handled with greater and lesser skill and requires its unique set of competencies. Emotional aptitude is a mata ability, determining how well we can use whatever other skills we have, including raw intellect people with well developed emotional skills are also more likely to be content and effective in their lives, mastering the habits of mind that faster their own productivity.

There has been scarcity of studies on the Emotional intelligence and personality types among adolescent girls. Allport (1961) defines personality as a dynamic organization within the individual of those physical system that determine his unique adjustment with his environment. But EI is believed to be an indicator of success and happiness (Nathawat, 1998) and therefore it must relate with emotional stability as agent to neuroticism. As such it may not relate to Introversion and Extroversion. However both the continuum of this dimension may be related with EI. Thus both introverted emotionally stable and Extroversion emotionally stable may be high on EI. Whether it is there or and artifact, the present study aims at assessing. The emotional intelligence and personality of adolescent girl's of different faculties and to see the relationship between emotional intelligence and personality. The adolescent is marked by heightened emotionality during the years of early adolescence healthy personality is difficult to maintain even if the foundations laid in childhood were sound. The upsets in body homeostasis that accompany radical physical and glandular changes, the changed social expectations for the roles the young people will be expected to play, and the generally unfavorable social attitudes toward early adolescent- all contribute to made these years difficult for these people to adjust. It is the transitional period of life which ranges between the ages 13 to 21 years. So that some sort of suggestion and counseling can be given to improve emotional intelligence. More specifically study aims (1) to study the

relationship between emotional Intelligence and personality type of adolescent girls. (2) is there any relationship between emotional intelligence and the course of study (faculty).

1.1 Hypothesis

To test above aims following hypothesis were formulated :

- (1) There would be significant difference in students of different faculties (Arts, Commerce, Science) regarding their emotional intelligence.
- (2) There would be no difference in EI of extroverts and Introverts.
- (3) There would be negative relationship between neuroticism and EI.

2. METHODOLOGY

2.1 Sample

The present study was carried out on adolescent female students of different faculties : Science, Commerce and Arts studying in Maharani's College. Total 120 Students were taken 40 from each faculty. Intelligence level is being controlled by taking the students. Who have more than 65% in the 12th grade.

2.2 Tools

- (1) Test of emotional intelligence developed by N.K. Chadha(1998).
- (2) Neurotism, Introversion – Extroversion Inventory developed by I.S. Muhar (1992).

2.3 Procedure

The study was conducted on three groups Arts, Commerce and Science. 40 female students of each faculty were selected on availability basis they were first given personality inventory than test of emotional intelligence to each student to test the proposed hypothesis mean, t-test and correlation of coefficient were used.

3. RESULTS

TABLE 1
Mean, t-value and level of significance of art; commerce
And science adolescents girls.

Groups	N	Mean	t-Value	Level of Significance
Art & Commerce	40	208	4.91	0.01
	40	172		
Art & Science	40	208	1.36	N.S.
	40	198		
Commerce & Science	40	172	3.64	0.01
	40	198		
Extrovert & Introvert	96	184.3	0.43	N.S.
	24	187		

The correlation coefficient between neuroticism and emotional intelligence was calculated. It was found that there was negative relationship between neuroticism and EI i.e. .21 that was not significantly different but the trend was in negative direction and it supports partly the hypothesis No.3

Further it is obvious from data analysis that there would be significant differences among student of different faculties. Results Partly support the hypothesis.

4. DISCUSSION & CONCLUSION

It was found in the present study that the mean EI was 192 (50 percentile) which is equal to average EI, while their academic intelligence is more than average. Intelligence level was controlled by selection, only those girls were selected who scored minimum 65% in 12th

grade. It clears that EI is different than intelligence. It is obvious from Table 1 that there is significant difference between the students of Arts and commerce at level, in their EI. The students of commerce and Science also differ significantly in their EI. But Arts and Science students do not differ significantly in their EI. The result Table 1 depicts that EI scores of Arts students was highest (208), in comparison to science students 198, commerce students 172. The proposed hypothesis is partially by the results. Our emotional capacities are not given, with the right learning they can be improved. Reasons for this lie in how the human brain matures. The habits of emotional management That are repeated over and over again during childhood and the teenage years will themselves help mold this circuiting.

Further it was clear from the Table 1 that introvert and extrovert type of personality do not differ significantly in their level of emotional intelligence. But introverts have slightly more EI extroverts. The results of the present study support the hypothesis 2. Many researches had been conducted (Muthayya, 1968; Shantamani and hafeej, 1968; Muthayya and Rajeshwari, 1968; De and Khan, 1969; De and Jha, 1978) regarding introverts and extroverts with different variables. Yet no attempt had been done to find out the relation with emotional intelligence. The present study is a small attempt in this direction. It was found that few characteristics of introverts and few characteristics of extroverts are in favor of emotional intelligence. Introverts oriented towards self, avoid social contact, shy sensitive and anxious in new situation, while extroverts are outgoing, social, like to interact and mix with others.

The hypothesis 3 states that there would be negative relationship between neuroticism and EI. The correlation of coefficient was calculated and it es-0.21, which is not significant. It can be said that trend is in support of hypothesis 3. it requires further investigation, as it is obvious that Emotional Intelligence is a new concept. The hypothesis was formed on this basis that neuroticism is the cluster of negative personality traits; such as high anxiety, excessive self-consciousness, hostility, depression, impulse control, persistence, zeal, motivation, empathy and social adequacy. Thus, it was assumed that this variable would be negatively related.

The present findings indicate that EI is not moderated by type of personality but neuroticism is negatively related. The level of EI is average while their intelligence level is higher, so there is great need to improve their EI level by counseling and Training. The faculty of course also has some role in determining EI.

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