

**AN INVESTIGATION INTO THE EMOTIONAL INTELLIGENCE OF POST- GRADUATE STUDENTS IN
PURULIA DISTRICT OF WEST BENGAL**

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ABSTRACT:

Education shapes the personality of man and helps to foster individual excellence thereby promoting development and progress of a country. We live in tension era. There are numbers of causes emerge in our society day to day. Emotional Intelligence is an issue all over the world. Education is a vital factor through which we can develop it. Actually Emotional Intelligence and Education both are strongly co-relate and each one influences each other. Mayer and Solovey was the introducers of the term 'Emotional Intelligence' and Danial Goleman made popular it in modern world with its' wonderful contribution in life. In the present study the investigators made an attempt to study the Emotional Intelligence of PG students of Sidho-Kanho-Birsha University in Purulia district of West Bengal. One hundred and fifty students (both Boys and Girls) reading in Semesters- 2nd and 4th were taken as representative sample of the whole population. An Emotional Intelligence Inventory was used for collecting the data. The means of both groups were tested for significance of difference by using CR test. The differences in the groups were statistically not significant and the Emotional Intelligence of PG students was average or moderate in the level.

Keywords: Psychology, Intelligence, Emotional Intelligence, Self- Awareness, Social- Awareness, Self - Management

INTRODUCTION:

The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, 'A Study of Emotion: Developing Emotional Intelligence' from 1985. In 1990 Dr. John Mayer and Dr. Peter Salovey introduce the term 'Emotional Intelligence' who attempt to develop a scientific measure for knowing difference between people's ability in the areas of emotion. The credit of popularizing the term

'Emotional intelligence' goes to Daniel Goleman, an American psychologist, through his book "*Emotional intelligence: why it can matter more than I.Q.*" (1995). There was a time when IQ was considered the leading determinant of success. Based on brain and behavioural research, Daniel Goleman argued in his book that our IQ-oriented view of intelligence is far too narrow. Instead, Goleman makes the case for emotional intelligence being the strongest indicator of human success. He defines emotional intelligence in terms of self-awareness, altruism, personal motivation, empathy, and the ability to love and be loved by friends, partners, and family members. People who possess high emotional intelligence are the people who truly succeed in work as well as play, building flourishing careers and lasting, meaningful relationship.¹

According to Mayer and Salovey, "Emotional Intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it". Daniel Goleman defines emotional intelligence as: The capacity for recognising our own feelings and those in others, for motivating ourselves, for managing emotions well in ourselves and in our relationships. According to S. K. Mangal, "One's emotional intelligence as a unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one's thinking process for behaving in a proper way in the ultimate realization of happiness and welfare of the self in tune with others." According to Ann Cartwright and Amanda Solloway, "Emotional Intelligence is the ability to understand, accept and recognize our own emotions and feelings, including their impact on ourselves and other people and to use this knowledge to improve our own behaviours as well as to manage and improve our relationship with others. Mr. Yetta Lautenschiager, a NIP teaching fellow of Hamden, Connecticut, U.S.A., writes: "to be emotionally intelligent, I submit that you must become proficient in the four A's of emotional intelligence i.e. Awareness, Acceptance, Attitude and Action. Awareness means knowing what you are feeling when you are feeling it. Acceptance means believing that emotions are biological process taking place in the body and the brain that is not always rational. It means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion. There are times when the emotion follows an attitude, or is coloured by an attitude. Unless attitude is challenged, the emotion Action is the behaviour you take based on emotion and attitude."²

Emotional Intelligence, like general Intelligence, is the product of one's heredity and its interaction with his environmental forces. Until recently, we have been led to believe that a person's general intelligence measured as I.Q. or intelligence quotient is the greatest predictor of success in any walk of life-academic, social, vocational or professional. Consequently, the I.Q. scores are often made into use

for the selection, classification and promotion of the individuals in various programmes, courses and job placements. Researches and experiments have revealed that a person's Emotional Intelligence measured through his E.Q. may be greater predictor of success than his or her I.Q. Every one of us may be found to have varying capacities and abilities with regard to one are dealing with emotions. Depending upon the nature of this ability, he or she may be said to be more or less emotionally intelligent in comparison to others in the group. A person will be termed Emotionally Intelligent in proportion to his ability to: (i) identify and perceive the various types of emotions in others (through face reading, body language and voice tone etc.); (ii) being aware of his own feelings and emotions; (iii) incorporate or integrate the perceived emotions in his thought (such as using his emotions feelings in analysing, problem solving, decision making etc.) ; (iv) have proper understanding about the nature, intensity and outcomes of the emotions; (v) exercise proper control and regulation over the expression and use of emotions in dealing with his self and others in view of promoting harmony, prosperity and peace. To be Emotionally Intelligent, one must develop the ability of- (i) emotional awareness (knowing the feelings of the self and the others), (ii) cognitive realization that emotional expression may be irrational or unhealthy and hence, one should be cautious in utilising his emotions into action, (iii) having a fresh look or formation of desired attitude for the proper utilization of emotional feelings, (iv) resulting ultimately into proper behaviour for the progress of the self in proper tune of the others.³

Daniel Goleman uses the following four quadrants to define the skills and behaviours for emotional intelligence:

Self-awareness: <ul style="list-style-type: none">• Self-awareness• Accurate self-assessment• Self-confidence	Social awareness: <ul style="list-style-type: none">• Empathy• Organizational awareness• Service
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Self-management: <ul style="list-style-type: none"> • Self-control • Transparency • Adaptability • Achievement • Initiative • Optimism 	Relationship management: <ul style="list-style-type: none"> • Inspiration • Influence • Developing others • Change catalyst • Conflict management • Teamwork and collaboration
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(Source: Emotional Intelligence – Why It Can Matter More Than IQ; Daniel Goleman, 1995)⁴

MODELS OF EMOTIONAL INTELLIGENCE:

Models	Theories / Concepts	Components
Mayer & Salovey (19797)	Emotional intelligence is 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 so as to promote emotional and intellectual growth. Emotional intelligence is identifying, using, understanding and managing emotions.	<ul style="list-style-type: none"> - Perceive emotions - Access, generate emotion - Emotional knowledge - Regulate emotion - Intellectual growth - Identify, use, understand, manage emotions.
David R. Caruso (1999)	Emotional Intelligence as a set of abilities may assist the individual in making planning more flexible, motivating themselves and others and making more informed decision.	<ul style="list-style-type: none"> - Ability - Planning - Flexible - Motivation - Decision making

S. Hein (2005)	One of the key to work effectively and efficiently with others is social effectiveness. It sets goals to work with other people.	<ul style="list-style-type: none"> - Social effectiveness - Work with others
Goleman (1998)	An emotional competency is a learned capacity based on Emotional Intelligence that results in understanding performance art work. It includes emotional self control and self empowerment.	<ul style="list-style-type: none"> - Emotional Competency - Understanding performance - Emotional self control - Self empowerment
Combs & Syngg (1991)	Social competence is the only alternatives in dealing with other people are to sacrifice our interest to theirs or ours. It is a harmonious and productive interpersonal relationship which includes social skills, relationship management, team work, relationships skills and conflict management.	<ul style="list-style-type: none"> - Social competence - Sacrifice - Interpersonal relationship - Social skills - Relationship management - Team works - Relationship skills - Conflict Management
Mayer & Salovey (1997)	<p>Emotional Intelligence can be developed under the four branched of mental ability which includes</p> <ul style="list-style-type: none"> - Emotional identification, perception and expression - Emotional facilitation of thought - Emotional understanding - Emotional Management 	<ul style="list-style-type: none"> - Mental ability - Identification - Perception - Expression - Facilitation of thought - Understanding - Management
Salovey, Mayer, Goldman, Turvey&	When a group of people saw an upsetting film, those who scored high on emotional clarity recovered more Quickly.	<ul style="list-style-type: none"> - Upsetting film - Emotional clarity

Palfai (1995)		- Recovered
Salovey, Bedell, Detweiler & Mayer (1999)	Individuals who scored higher in the ability to perceive accurately, understand & appraise others emotion were better able to respond flexibly to changes in their social environment & build supportive social network.	<ul style="list-style-type: none"> - Perceive accurately - Understand - Appraise others emotions - Changes social environment - Social network
Sweta Rajan (2004)	His study focuses on identifying emotionally disturbed children in primary school from 5-10 year age group; studying their drawings as a form of self expression, ascertaining whether drawings are indicative of their emotional disturbance, their possible etiology & determining their value for diagnostic therapeutic intervention by teachers in elementary education	<ul style="list-style-type: none"> - Emotionally disturbed Children - Drawing - Self expression - Diagnostic therapy
Batastini, Susan Dutch (2001)	There was a strong relationship found between Emotional Intelligence and student leadership, Emotional Intelligence and creativity, creativity and leadership	<ul style="list-style-type: none"> - Strong relationship - Emotional Intelligence and student leadership - Emotional Intelligence and Creativity - creativity and leadership

(Source: Johnson, N. (2012). *Emotional Intelligence of Teacher Educators* .Solapur: Laxmi Book Publication. pp, 61-67)⁵

Emotional Intelligence is very important component in life and also in student life. So we should know it and the process to utilise it. Since, the Post-graduate level is crucial stage of the present educational system in our country, it need special attention. It is found that there are different reasonable opinions in this regards. But we cannot come to a conclusion about all the Post-graduate Students emotional Intelligence from several comment or discussions with a handful student only. Many questions are arising in the researcher's mind about the student's emotional intelligence at P.G. Level. Still now it is very important and sensitive issue. It is an urgent need for developing certain strategies which can improve their emotional intelligence. Therefore, in order to know the Emotional Intelligence

of P.G. Students, the investigators have decided to take up a systematic and objective study of the emotional Intelligence of P.G. Students. The investigators intend to restrict their research work to Purulia District of West Bengal.

OBJECTIVES OF THE STUDY:

1. To ascertain the Emotional Intelligence of P.G. Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.
2. To compare the Emotional Intelligence between P.G. male- and female-students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.
3. To compare the Emotional Intelligence between P.G. Rural- and Urban Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.
4. To compare the Emotional Intelligence between P.G. General- and ST/SC-Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.
5. To compare the Emotional Intelligence between P.G. Arts- and Science stream students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.
6. To compare the Emotional Intelligence between P.G. 2nd semester- and 4th semester Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.

METHODOLOGY OF THE STUDY:

The present study is descriptive type in nature. The researchers have used the descriptive type survey method in the present study.

POPULATION OF THE STUDY:

The P.G. Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal comprised the population of this study.

THE SAMPLE AND SAMPLING PROCEDURE:

78 students of 2nd Semester and 72 students of 4th Semester of Sidho-Kanho-Birsha University of Purulia district of West Bengal were taken as representative sample for the whole population. Total 150 samples were taken for the study. Stratified random sampling technique was followed for selecting the samples. Only Arts and Science students were selected following random sampling technique.

THE TOOL USED:

An Emotional Intelligence Inventory was used for knowing the Emotional Intelligence of the P.G. Students. The tool consists of 24 statements. There are four dimensions including 'Self Awareness', 'Self-Management', 'Social Awareness' and 'Relation Management'. Each dimension consists of six statements. In tool there were five options to put tick mark including Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Score 5 was given for Strongly Agree, score 4 was given for Agree, score 3 was given for Neutral, score 2 was given for Disagree and score 1 was given for Strongly Disagree.

ANALYSIS OF DATA:

In the present study, the researchers took the help of CR-test to analyse the collected data and verify the hypotheses.

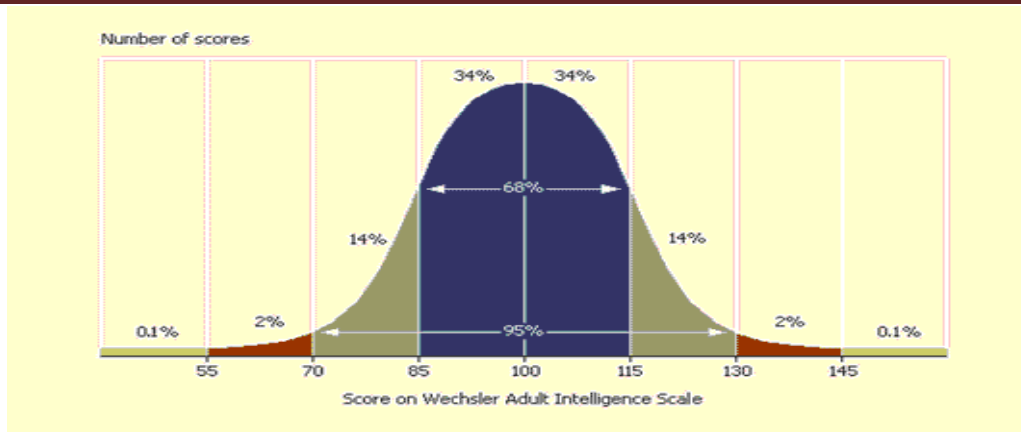
RESULTS AND DISCUSSION:

For verifying the H_1 , i.e., the P.G. Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal will have more Emotional Intelligence; the investigators decided the cut-off point. Here Cut-off Point is $M \pm 1\sigma$. It means, Mean= 93.09, N=150 and $\sigma= 9.40$. Hence $M + 1\sigma$ is $93.09 + 1 \times 9.40 = 102.49$. And $M - 1\sigma = 93.09 - 9.40 = 83.69$. Most of students (101 in number) i.e., 67.33% were lies between $(M + 1\sigma)$ and $(M - 1\sigma)$ scores. 26 students (i.e.17.33%) remain above $(M + 1\sigma)$ and 23 students (i.e.15.33%) remain below $(M - 1\sigma)$. Hence, it can be said that the Emotional Intelligence of the P.G. students of Sidho-Kanho-Birsha University in Purulia district is average in level.

Table-1: The Emotional Intelligence of P.G. Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.

Category	N	Mean	S.D
P.G. Students	150	93.09	9.40

Figure-1: The Emotional Intelligence of P.G. Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal on Wechsler Adult Intelligence Scale.



INTERPRETATION OF SCORES:

Scores are interpreted according to the points secured by the students.

Scores	Percentile	Interpretation
108 and above	P – 90	Extremely High
90 to 108	P – 75	High
60 to 90	P – 50	Average
48 to 60	P – 40	Below Average
18 and below	P – 15	Extremely Low

Figure 2: Dimension wise the Emotional Intelligence of P.G. Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.

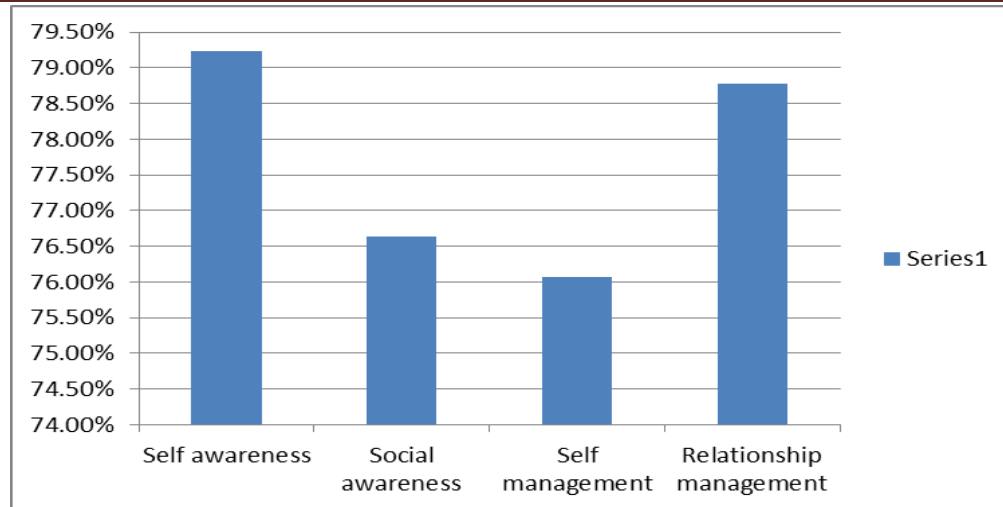
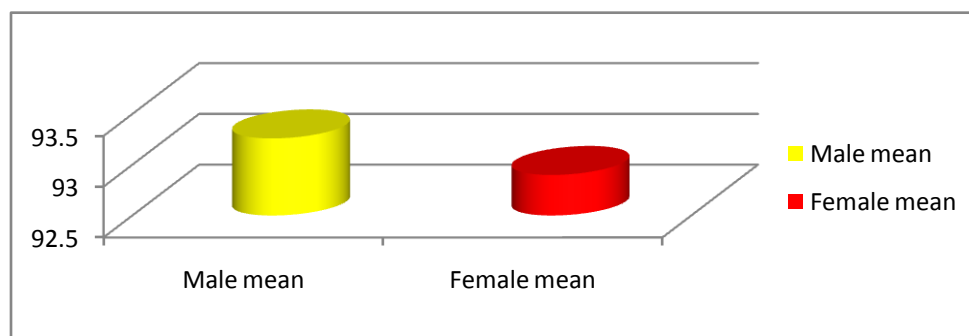


Table – 2: Showing significance of difference between Emotional Intelligence of P.G. Male and Female students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.

Group	N	Mean	SD	CR	Remark
P.G. Male students of Sidho-Kanho-Birsha University	78	93.26	9.34	0.23	Not Significant at 0.05 level
P.G. Female students of Sidho-Kanho-Birsha University	72	92.90	9.52		

Figure-3: Mean Emotional Intelligence of P.G. Male students and Female students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.

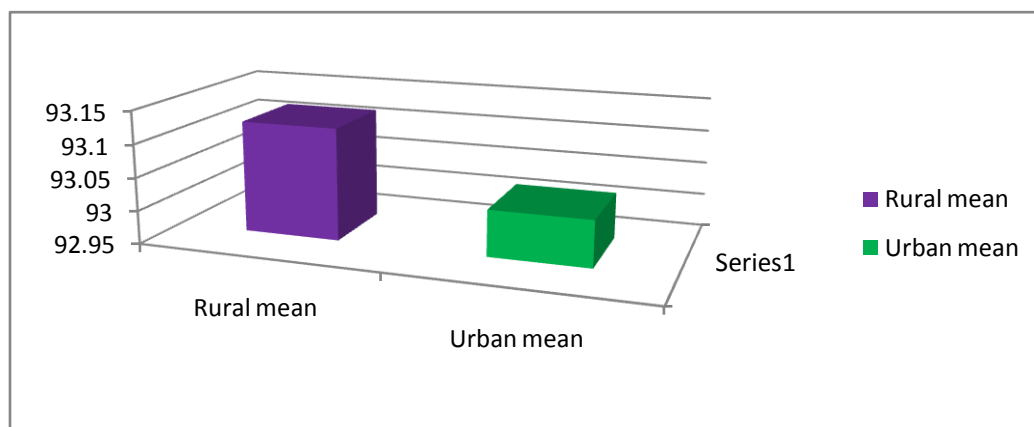


From Table-2 and Figure -3 it is found that, there is no significant difference between the Emotional Intelligence of P.G. male and female students reading in Sidho-Kanho-Birsha University of Purulia district. It may be due to they faced same environment in same district and they faces same opportunities in university. Except that, it is proved that female students have same ability with male students in the case of emotional intelligence.

Table –3: Showing significance of difference between Emotional Intelligence of P.G. Rural and Urban students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.

Group	N	Mean	SD	CR	Remark
P.G. Rural students of Sidho-Kanho-Birsha University	103	93.12	9.77	0.06	Not Significant at 0.05 level
P.G. Urban Students of Sidho-Kanho-Birsha University	47	93.02	8.57		

Figure – 4: Showing significance of difference between Emotional Intelligence of P.G. Rural and Urban students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.

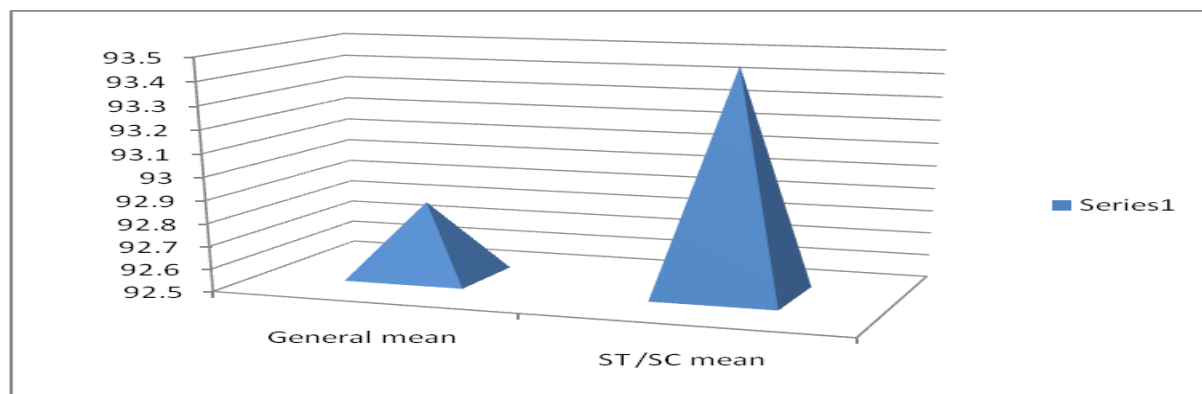


From Table - 3 and Figure-4 it is found that, there is no significant difference between P.G. rural and urban students in the case of emotional intelligence. It may be due to the fact that, most of the students are of same district, Purulia. It is proved that P.G. rural students are not backward in the case of emotional intelligence.

Table – 4: Showing significance of difference between Emotional Intelligence of P.G. General- students and ST/SC-Students of Sidho-Kanho-Birsha University in Purulia.

Group	N	Mean	SD	CR	Remark
P.G. General students of Sidho-Kanho-Birsha University	107	92.93	8.36	0.28	Not Significant at 0.05 level
PG ST/SC Students of Sidho-Kanho-Birsha University	43	93.47	11.66		

Figure – 5: Showing significance of difference between Emotional Intelligence of P.G. General- students and ST/SC-Students of Sidho-Kanho-Birsha University in Purulia.

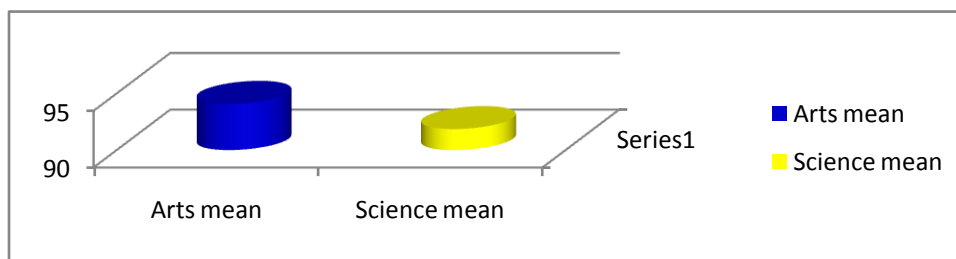


From Table -4 and Figure-5 it is found that, there is no significant difference between the Emotional Intelligence of P.G. General caste and ST/SC- Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal. It may be due to the fact that, both types of students in the university achieve higher education. It is proved that ST/SC students have same ability in the case of emotional intelligence and they can forward with general students.

Table – 5: Showing significance of difference between Emotional Intelligence of P.G. Arts and Science Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.

Group	N	Mean	SD	CR	Remark
P.G. Arts students of Sidho-Kanho-Birsha University	83	94.08	9.97	1.44	Not Significant at 0.05 level
PG Science Students of Sidho-Kanho-Birsha University	67	91.85	8.95		

Figure – 6: Showing significance of difference between Emotional Intelligence of P.G. Arts and Science Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.



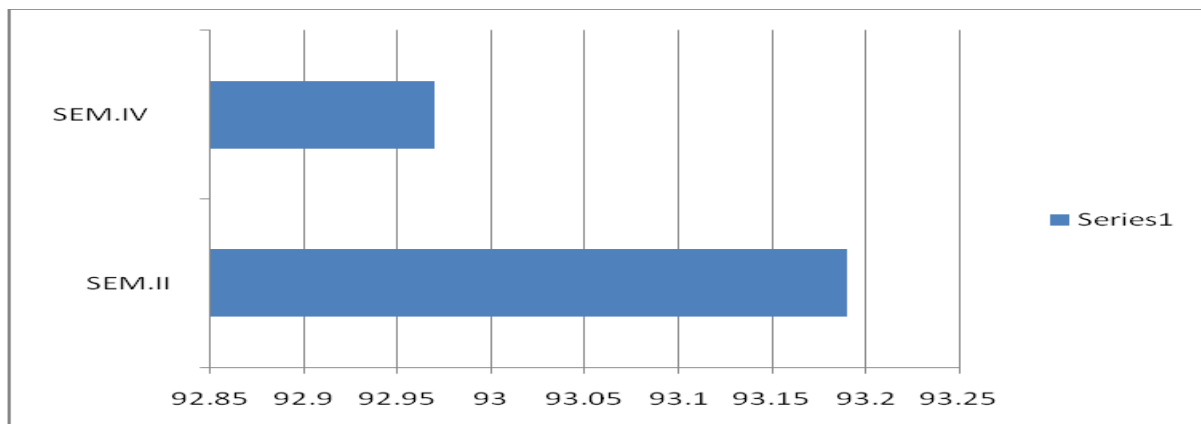
From Table -5 and Figure-6 it is found that, there is no significant difference between the Emotional Intelligence of P.G. Arts and Sciences Student of Sidho-Kanho-Birsha University in Purulia district of West Bengal. It may be due to they have same quality and ability in emotional field to face different emotional

situations. It is also proved that arts students are not backward than science students in the case of emotional intelligence.

Table – 6: Showing significance of difference between Emotional Intelligence of P.G. 2nd Semester and 4th Semester Students of Sidho-Kanho-Birsha University in Purulia district.

Group	N	Mean	SD	CR	Remark
P.G. 2nd Semester students of Sidho-Kanho-Birsha University	78	93.19	10.19	0.14	Not Significant at 0.05 level
PG 4th Semester Students of Sidho-Kanho-Birsha University	72	92.97	8.52		

Figure – 7: Showing significance of difference between Emotional Intelligence of P.G. P.G. 2nd Semester and 4th Semester Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal.



From Table-6 and Figure-7 it is found that, there is no significant difference between the Emotional Intelligence of P.G. 2nd Semester and 4th Semester Students of Sidho-Kanho-Birsha University in Purulia

district of West Bengal. It may be due to both types of students achieve higher education in university and most of them are of same district, Purulia.

FINDINGS OF THE STUDY:

- The major findings of this study revealed that the Emotional Intelligence of P.G. students of Sidho-Kanho-Birsha University in Purulia district of West Bengal is neither more high nor low i.e., Average / Moderate.
- There is no significant difference between the Emotional Intelligence of Male and Female P.G students of Sidho-Kanho-Birsha University in Purulia.
- There is no significant difference between the Emotional Intelligence of Rural and Urban P.G students of Sidho-Kanho-Birsha University in Purulia.
- The study also revealed that there is no significant difference between the Emotional Intelligence of General Caste students of P.G. level and SC/ST students of P.G. level in Purulia district.
- There is no significant difference between the Emotional Intelligence of Arts and Science P.G students of Sidho-Kanho-Birsha University in Purulia district.
- There is no significant difference between the Emotional Intelligence of 2nd Semester and 4th Semester P.G students of Sidho-Kanho-Birsha University in Purulia district.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

1. For the promotion of healthy atmosphere in University a programme may be organized on Emotional Intelligence for the students.
2. Study capacity of students can be developed through good quality of Emotional Intelligence.
3. Training packages on Emotional Intelligence may be given to the students of university to develop their emotional intelligence.
4. The concepts of Emotional Intelligence may be incorporated in the PG curriculum.

CONCLUSION:

We can say that Emotional Intelligence is very important component in life and also in student life. So we should know Emotional Intelligence and the process to utilise it. The Post-graduation level is crucial stage in present educational system in our country, and therefore the post-graduate students should give special attention on Emotional Intelligence and its' utilisation. It is suggested that university

authority may think over in implementing emotional intelligence to enhance competency and capacity among the PG students.

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