



Investigating Emotional Intelligence Of The University Students Across Faculties

Dr. Asfandeyar Fida, Ph.D, Elementary & Secondary Education, KPK, E. mail: asfand_chd@yahoo.com

Dr. Mushtaq Ahmad, Assistant Professor in the Department of Education, Abasyn University Peshawar (mushtaqah2005@gmail.com)

Dr. Farzana salim, Assistant Professor in the Department of Education, Abasyn University Peshawar (farzanasalim03@gmail.com)

Ms. Fatima Shams, Lecturer in the Department of Education, Abasyn University Peshawar E. mail: khizerhayat2424@gmail.com

Kafeel Ahmad Khan .M.Phil Elementary & Secondary Education, KPK, E. mail: kafeelaps@gmail.com

Javed Iqbal javediqbalasdeo@gmail.com (Principal Elementary & Secondary Education, KPK)

Abstract

Emotional intelligence is considered vital for learning and accomplishment. This research has considered how emotional intelligence varies across faculties of Abdul Wali Khan University Mardan. It involved a survey of the university students conducted through Wong and Law Emotional Intelligence Scale (WLEIS, 2002). The findings provided that majority of the students have moderate to high level of emotional intelligence. The faculty of Business and Economics has shown superiority over other faculties in emotional intelligence. Further, Majority of the students of all faculties were lower on the 'regulation of emotion' facet. In addition, there were significant differences on the 'use of emotion' dimension across faculties. The study has proposed introduction of concepts like self-awareness, social awareness, flexibility, teamwork, optimism and coping strategies etc. in curricula. In addition, certain guidelines are provided for investigation in future.

Keywords: Emotional Intelligence, WLEIS.

1.0 Introduction

There are various factors that impact the process of acquiring knowledge. Learning contain various affective, behaviroual and cognitive elements grounded in the genetic

constitution and personality growth, influenced by environmental events and somatic attributes of a person (Zapalska&Dabb, 2002). Individuals could be differentiated on the basis of affective, somatic, communal and cognitive attributes. Similarly, diversity exists in individual's interests, levels of motivation, intelligence, memory etc. These individual differences obstruct or augment the acquisition process (Din, 2009; Tomkinson, 2007). One of such important elements of learning is emotional intelligence. Emotions are involved in every human activity. The learning factors such as interest, aptitude, motivation etc. are related with emotions. Planalp and Fitness (1999) holds that emotions are significant to learning. It may impact the memory, attention, motivation and social aspects.

An individual needs to communicate and govern his emotions shrewdly to tackle inward and outward stresses and stimuli. This sagacious management and operation of emotions is termed as emotional intelligence. It is considered as vital as intellectual quotient. Mayer & Salovey (1997) defined emotional intelligence as the faculty to become aware of and verbalize emotions, incorporating them with the thinking process; and controlling personal and others emotions.

Researchers have confirmed an affirmative relationship between academic accomplishments and emotional intelligence (Schutte et al., 1998; Rozell, Pettijohn & Parker, 2002). In addition, emotional intelligence can predict performance in the future (Parker, Summerfeldt, Hogan & Majeski, 2004).

To sum up, emotional intelligence is of worth to consider in the process of teaching and learning. Therefore, this investigation is aimed at to determine the level of emotional intelligence of the students. Further, the nature of courses may have an impact on students thinking and emotions, therefore, comparing emotional intelligence across faculties was also considered.

1.1 Objectives

- To explore the levels of emotional intelligence of the university students
- To provide a comparison of emotional intelligence across disciplines
- To find the distribution of the different aspects of emotional intelligence
- To locate the significant variation of emotional intelligence across faculties

2.1 Review of Literature

Emotional intelligence is a perplex construct as it contain various descriptions, viewpoints and models. It is also blended with other traits of individual growth (Sparrow & Knight, 2006). It includes the capacity to first recognize and then direct emotions. It also assists in the comprehension and management of emotions of other individuals (Goleman, 1995). Emotional intelligence integrates sentiments, ideas and practices. It involves considering one's sentiments and sensing ideas for sorting objectives to be accomplished (Sparrow & Knight, 2006). Salovey and Mayer (1990) are assumed the

pioneers of emotional intelligence; however, it was Goleman (1995) who gave a high rise to this notion.

2.2 Models of Emotional Intelligence

There are distinct conceptions about emotional intelligence. Mayer and Salovey (1997) viewed emotional intelligence as an ability. It is assumed to be the faculty to sense, grasp, direct and employ emotions to aid in the process of thinking. They declared emotional intelligence to be a section of pure intelligence and social intelligence (Prentice, 2008). Ability model is associated with cognitive domain and is calculated with an objective measure of criterion reference (Pérez, Petrides & Furnham, 2005; Petrides, Frederickson & Furnham, 2004).

The basic conceptions of emotional intelligence are the Mayer and Salovey Model (1997), Bar-On (1997) and Goleman (1998) (Neophytou, 2013; Spielberger, 2004). Mayer and Salovey (1997) tagged their model as 'ability' and viewed that it is the knack to notice, empathize, deal and apply emotions to foster the process of thinking. They have suggested ability based measures for the estimation of emotional intelligence under their conception. Bar-On (1997) hold that emotional intelligence contains the relevant elements of emotional and social capacities and proficiencies associated with cognitive functions. It is estimated by means of self-report procedure. Similarly, Goleman (1998) has conceptualized emotional intelligence as an aggregate of capabilities and proficiencies those facilitate administrative functions; assessed by means of multiple testing procedures. Another model, trait model, endorsed by Petrides and Furnham (2001) maintained that emotional intelligence is an assortment of behavioural dispositions and social attributes to detect, run and apply emotions. These conceptions of emotional intelligence are co-existing and contending and provide that there is no agreement among researchers on the conception of emotional intelligence (Neophytou, 2013).

2.3 Contribution of Davies et al. (1998) and Wong and Law (2002)

Davies, Stankov and Roberts (1998) conducted an extensive review of the tools of emotional intelligence and by means of exploratory factor analysis discovered that majority of the tools were meaningfully cross-loaded on the elements of personality. They also introduced their conception of emotional intelligence containing four facets. It included the capacities to assess and express personal and others' emotions, regulating and employing emotions (Davies et al., 1998; Law, Song & Wong., 2004; Mayer, Salovey & Caruso, 2000; Wong, Law & Wong, 2004). This conception is analogous to Mayer and Salovey's (1997) conception. It also is matching with Ciarrochi, Chan & Caputi (2000) conception of four principal aspects of emotional intelligence (Law, et al., 2004).

Wong and Law (2002) introduced a research instrument grounded on the conception of Davies et al. (1998) known as Wong and Law Emotional Intelligence Scale (Wong and Law, 2002). This instrument contained 16 items having a Likert scale of 7 –

points. Each facet of emotional intelligence is determined through four items (Karim, 2009; 2010; Wong & Law, 2002). This tool fulfills the psychometric requirements. Runcan and Iovu (2010) provided that the reliability of this tool was .82.

3.0 Method and Procedure

This study was descriptive in nature and involved survey of the levels of emotional intelligence of the university students. All students of Abdul Wali Khan University, Mardan were the target population of the study. The disciplines of the university are under five major faculties. The researcher took three departments from each faculty. The students of the final years of the particular courses were chosen through cluster sampling. The distribution of the entire sample is represented by means of Table 1.

Table 1 Distribution of Sample

Faculty	No of students
Arts & Humanities	166
Business & Economics	158
Chemical & Life Sciences	159
Physical & Numerical Sciences	195
Social Sciences	150
Total	828

3.1 Research Tool

Wong and Law Emotional Intelligence Scale (WLEIS, 2002) were used for data collection. It contains sixteen questions with seven point Likert scale. Four questions were assigned to each facet. The order of the items was revised for creating novelty and discarding the tendency to base a response on the subsequent earlier item's response. It is a valid and reliable instrument. The instrument was subjected to pilot testing before administering it to sampled students. The findings from pilot study indicated that the reliability of this instrument was .893.

4.0 Data Analysis

The analyses were drawn through percentage, mean, ANOVA and Tukey tests.

Table 2 Percentage Distribution Emotional Intelligence

	Very Low	Low	Moderate	High	Very High
Self-emotion appraisal	1.0%	8.3%	23.7%	47.5%	19.6%
Others' emotion appraisal	1.4%	9.2%	28.6%	40.5%	20.3%
Use of emotion	0.6%	14.5%	27.3%	39.7%	17.9%
Regulation of emotion	4.8%	23.9%	29.6%	31.2%	10.5%
Overall emotional intelligence	0.6%	15.6%	29.2%	45.7%	8.9%

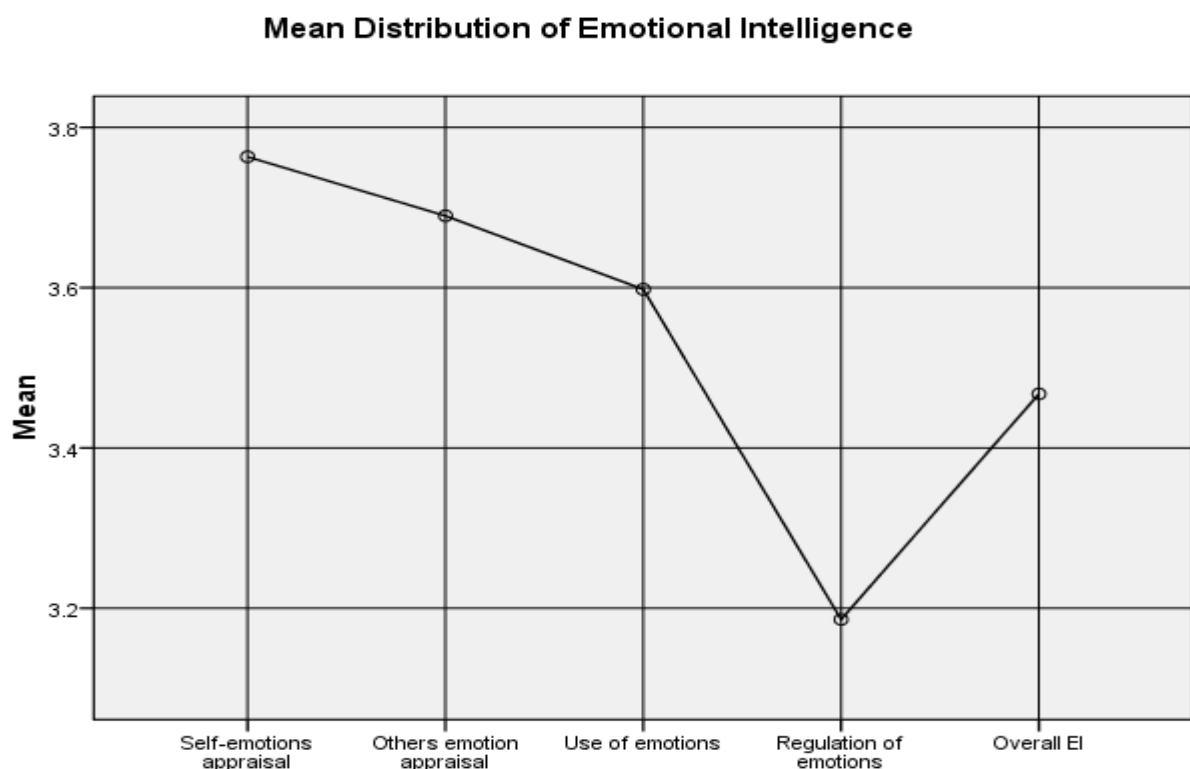
The Table 2 indicates the dominance of the self-emotions appraisal over other faces. The percentages revealed that most of the university students were better on the facet of 'self-emotion appraisal.' Similarly, majority of the students have 'high' level (45.7%) on 'overall emotional intelligence.' Comparatively, a little percent (8.9%) of learners was 'very high' on 'overall emotional intelligence.' Conversely, on 'regulation of emotion,' majority of the learners were found to be poor (very low, 4.8% and low, 23.9%) in comparison to other aspects.

Table 3 Overall Mean Distribution of Emotional Intelligence

	Mean	Std Dev	Variance
Self-emotion appraisal	3.76	.893	.798
Others Emotion Appraisal	3.69	.944	.891
Use of emotion	3.60	.962	.925
Regulation of emotion	3.19	1.063	1.131
Overall EI	3.47	.881	.776

It is evident that participants of the study have highest mean scores (M= 3.76, SD = 0.893) on 'self-emotions appraisal.' Conversely, they have shown lowest average value (M= 3.19, SD = 1.063) on 'regulation of emotion.' Likewise, a small variation could be observed on the 'overall emotional intelligence.' Further, the highest varied facet is 'regulation of emotion.' The data is further clarified through Figure 1.

Figure 1



The Figure 1 has provided a more clear description of the emotional intelligence of the participants. It could be observed that mean values of the first three facets are quite above the mean line. While, the average score on 'regulation of emotion' is quite below the mean line. On 'overall emotional intelligence,' majority of the students is near to the mean line.

It can be inferred that generally there is litter difference in emotional intelligence but it is difficult for the students to control and regulate their emotions.

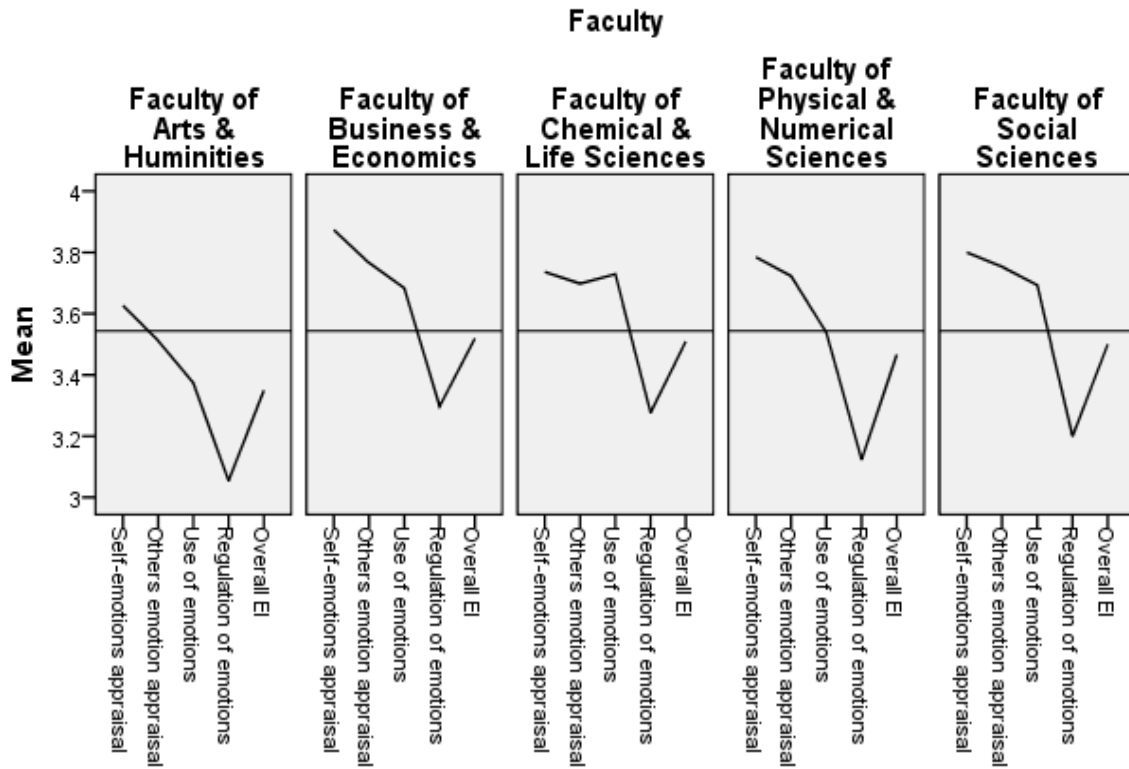
Table 4 Mean Distribution of Emotional Intelligence across Faculties

Faculty		Self-emotions appraisal	Others emotion appraisal	Use of emotion	Regulation of emotion	Overall EI
Arts & Humanities	Mean	3.63	3.51	3.37	3.05	3.35
	Std Dev	.870	1.043	1.018	1.197	.927
Business & Economics	Mean	3.87	3.77	3.68	3.30	3.52
	Std Dev	.908	.991	.924	1.050	.872
Chemical & Life Sciences	Mean	3.74	3.70	3.73	3.28	3.51
	Std Dev	1.015	1.011	.979	1.102	.947
Physical & Numerical Sciences	Mean	3.78	3.72	3.54	3.12	3.47
	Std Dev	.815	.796	.833	.905	.768
Social Sciences	Mean	3.80	3.75	3.69	3.20	3.50
	Std Dev	.851	.867	1.036	1.062	.903

The Table 4 indicates that the Faculty of Business and Economics has dominated the three facets of emotions intelligence with means (M = 3.87, SD =0.908; M = 3.77, SD =0.99; M = 3.30, SD = 1.050) in comparison to other faculties. Likewise, the Faculty of Chemical and Life Sciences was superior on the 'use of emotion' dimension with average (M = 3.73, SD = 0.979). Again, the Faculty of Business and Economics has dominated the 'overall emotional intelligence' with mean (M, 3.52, SD = 0.872). In addition, the Faculty of Arts and Humanities was found to be quite poor on all aspects and on 'overall emotional intelligence.'The Figure 2 has further elaborated these findings.

Figure 2

Faculty wise Distribution of Emotional Intelligence



It is evident from the graph that most of the participants' scores of the Faculty of Business and Economics are lying over the mean line. Conversely, a large score of Faculty of Arts and Humanity was found to be lower than the mean line. It can be reckoned that the learners of Faculty of Business and Economics were exclusive on emotional intelligence. While the learners of Faculty of Arts and Humanities were quite poor. In addition, all faculties' scores were towering on 'self-emotional appraisal' but shorter on 'regulation of emotion.'

Analysis of Variance (ANOVA) for Emotional Intelligence

ANOVA was used to detect meaningful disparities of emotional intelligence across faculties.

Table 5 Faculty wise ANOVA for Emotional Intelligence

		Sum of Squares	df	Mean Square	F	Sig.
Self-emotion appraisal	Between Groups	5.433	4	1.358	1.709	.146

	Within Groups	654.171	823	.795		
	Total	659.604	827			
Others' emotion appraisal	Between Groups	6.990	4	1.748	1.970	.097
	Within Groups	730.240	823	.887		
	Total	737.231	827			
Use of emotion	Between Groups	14.330	4	3.582	3.927	.004
	Within Groups	750.747	823	.912		
	Total	765.076	827			
Regulation of emotion	Between Groups	6.956	4	1.739	1.542	.188
	Within Groups	928.401	823	1.128		
	Total	935.357	827			
Overall EI	Between Groups	3.172	4	.793	1.022	.395
	Within Groups	638.947	823	.776		
	Total	642.120	827			

(ANOVA) was employed to compare the different aspects of emotional intelligence across faculties. The findings from ANOVA ($F(4, 823) = 3.927, p = 0.004 < .05$) revealed that the only considerable difference were detected on the 'use of emotion' aspect. There were no meaningful disparities on other elements and 'overall emotional intelligence.'

Table 6 Multiple Comparisons for Emotional Intelligence across Faculties

Tukey HSD

Dependent Variable	(I) Faculty	(J) Faculty	Mean Difference (I-J)	Sig.
Use of emotion	Arts & Humanities	Business & Economics	-.310*	.029
		Chemical & Life Sciences	-.356*	.007
	Social Sciences	-.320*	.025	

*. The mean difference is significant at the 0.05 level.

The ANOVA findings provided that meaningful variations of emotional intelligence were existed on the 'use of emotion' dimension among faculties. The Table 5 reveals only the output of significant differences. The data indicates that the meaningful differences of emotional intelligence were found only on the 'use of emotion' aspect. The Tukey test determine that the faculties of Business and Economics, Social Sciences and Chemical and Life Science were meaningfully better than the Faculty of Arts and Humanities in 'use of emotions.'

5.0 Conclusion and Recommendations

The analysis of data showed that most of the students were better on 'self-emotions appraisal,' while, majority of them were poor on the 'regulation of emotions.' It can be deduced that it is difficult for the students to properly manage and direct their emotions.

The findings across faculties revealed that the learners of Faculty of Business and Economics were better than students of other faculties on the facets of 'self-emotions appraisal,' 'others' emotion appraisal' and 'regulation of emotion.' On the 'use of emotions' aspect, the Faculty of Chemical and Life Sciences have exceeded other faculties. Further, on the 'overall emotional intelligence,' again the Faculty of Business and Economics has surpassed others. Conversely, the learners of the Faculty of Arts and Humanities were poor on all dimensions as well as on 'overall emotional intelligence.' It may be due the factors that the students offlippant nature and lower academics usually join the Arts' stream.

The ANOVA test indicated meaningful differences only on the 'use of emotion' aspect of emotional intelligence. It was further demonstrated by the Tukey test that faculties of Chemical and Life Sciences, Social Sciences and Business and Economics were significantly better than the Faculty of Arts and Humanities.

The participants have shown highest scores on 'self-emotion appraisal' and then 'others' emotions appraisal.' This finding is hold up by Karim (2010) and Libbrecht, Lievens, & Schollaert (2010). It is partially advocated by Ngah and Salleh (2015). Similarly, Chaudhry, Ali, Sajjad and Ali (2013) have affirmed that the scholars of Business administration were leading scorers of emotional intelligence.

It has been found that most of the students were inferior on the 'regulation of emotion' aspect. The courses developers, curriculum planners and instructors are expected to consider this weakness and may devise strategies to enable the students to properly regulate and direct their emotions. The courses may include concepts like self-control, self-awareness, teamwork, communication, flexibility and optimism etc.

The development of the lower levels emotional intelligence of the Arts group may be considered, particularly, introducing notions like emotional literacy and emotional self-efficacy etc. The teachers may also provide them with learning climate conducive for

enhancing emotional intelligence by means of motivation, encouragement, guidance and coping strategies etc.

The researchers may probe the reasons that why majority of the students were poor on the 'regulation of emotion' and provide valid and practical solutions. Likewise, the learner of Arts and Humanity showed significantly poor level on 'use of emotion.' Again, a thorough investigation may be under taken to resolve this affair. The researchers may also replicate this study in other settings.

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