

Emotional Intelligence among University Of Karachi Students

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Abstract- Objective: To determine the emotional intelligence among the students of Karachi University involved in different sports. **Methodology:** This cross sectional study was conducted in Karachi University's Gymnasium Hall from June 2013 to December 2013. Convenience sampling allows participants to want whether or not they participate in the study. 74 students from different departments and sports of Karachi University were selected for this study. Those participants who were physically fit and active and have age range below 18 to 29 years and involved in different sports at different levels were included in this study. Students not willing to participate were excluded from the study. The Trait Emotional Intelligence Questionnaire –short form (TEQue-SF) used in this study assessed the self-awareness, self-management, motivation, empathy and social skills. The survey instrument was a twenty-five-item, closed-ended questionnaire. **Results:** Participant identified their emotional intelligence. Result shows that those that 22% of people are motivated, 21% are self-aware, 20% have social skills, 19% are empathy and 18% have self-management. **Conclusions:** It is concluded that most of the participants were above than average scores of emotional intelligence and there is no significance difference in Emotional intelligence among male and female. **Key words:** Emotional Intelligence, Self- awareness, Motivation, Empathy, Social skills Self- management, Sports.

1 INTRODUCTION

Emotional Intelligence: Emotional intelligence is often defined as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others¹

The components of emotional intelligence comprises of:

- Self-Awareness
- Self-Regulation.
- Self-Motivation.
- Empathy.
- Social Skills.

Self-awareness is the ability to understand one's emotions and their effect on others. If one is clear about one's emotions then one is able to offer an appropriate emotional response to the situation.² Those that are self-aware identify and know their strengths and weaknesses. By knowing these strengths and weaknesses, individuals are able to receive feedback without taking it personally or being offended. Goleman identified self-awareness as the attribute, being the most important cornerstone of EI.²

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Self-regulation is the ability to handle difficult and powerful emotions and redirect them in a positive manner. Individuals

who self-regulate can work in a stressful environment while being calm and professional. Another component of self-regulation offered is one's ability to admit fault and confront inappropriate work behavior. These behaviors are thought to show trustworthiness and integrity.³

Self-motivation involves the desire to go beyond and pursue goals with passion and energy.³ People that possess EI are very self-motivated for the greater good of the profession of nursing. These individuals love to learn and are always setting the performance bar high. Emotionally intelligent nurses look for new ways to get the job done. Influential and successful nurse leaders are said to have this quality that is so necessary for success.⁴

Empathic individuals are able to understand the emotional make-up of others. Being empathic has been linked to increased success in work environments. It strengthens relationships between co-workers and supervisors. Leaders with empathy are able to develop and retain employees. They act as mentors or coach that are able to decipher if an individual can be pushed or not.⁴

Developed social skills are integral to EI. Those that have developed social skills are said to have the "ability to organize groups, negotiate solutions, make personal connections, and engage in social analysis"⁵ These skills demonstrate interpersonal polish and facilitate success.

In 1997, Mayer and Salovey revised the original Four Branch Model of Emotional Intelligence as described above to what today has become The Ability Model of Emotional Intelligence. The Ability Model of Emotional Intelligence has four branches:

- Perceiving emotions,
- Using emotions to facilitate thought,
- Understanding emotions, and lastly

- Managing emotions.

Perceiving emotions is described as the most basic and primitive abilities that one must be able to accomplish. This involves non-verbal reception and expression of emotion. One has to be able to accurately perceive the emotions in another's face⁶

The second area focuses on emotions and the thoughts they provoke and how they guide one's thinking. Mayer says that it is "the capacity of the emotions to enter into and guide the cognitive system and promote thinking"⁶

The third area depicts understanding the emotion, then comprehending the meaning of the emotion, coupled with the capacity to reason about those meanings. Finally, the last branch managing emotions discusses the individual's ability to understand the emotion and manage it. When managing emotions, it becomes possible to regulate and manage one's own and others' emotions, in order to promote one's and others' personal and social goals.⁶

Emotional intelligence is shown to far outweigh Intelligence Quotient (IQ). EI may be a more significant factor in career performance because how well one does their job is not based on just cognitive intelligence, but other intelligences as well.⁷ Other intelligences like interpersonal skills, understanding emotions of self and others, and adapting to change in the environment. IQ is a distinct quality that one is born with; it is not flexible or changeable like emotional quotient (EQ). EQ and EI are used interchangeably. EI is the term used to describe the quality and EQ refers to EI score. It is comparable to describing one as intelligent and saying that one has a high IQ. EI is flexible and can be trained, thus increasing one's EQ score.⁷

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MATERIAL AND METHODS

74 students of Karachi University were selected for this study. The duration of the study was six months from June 2013 to December 2013. Participants were randomly selected by the convenient sampling technique and all of them were studying at University of Karachi. Participants were asked to complete the questionnaire and returned to the researcher or the person who gave it to them after one week of time. The targeted population of this study was both gender have age range below 18 to 29 years and belong to different departments and sports, those who were not physically fit and active and who are not willing to participate and cannot comprehend/ complete the questionnaire were also excluded from the study. Questionnaires were filled by the students at their college timing. Individuals were informed that the questionnaires examine reasons for assessing the emotional intelligence. Personal data

information was also collected. The Consent Form explained subjects were free to cease participation in the survey. The participants signed the consent Form means agree to participate in the survey to indicate they had received a copy of the informed consent form and to indicate their agreement to participate in the study. Participants were choosing the one option for each question in the questionnaire. Completed surveys were submitted to the researcher by collecting the questionnaires. All the responses were collected in person by the researcher. Initially all responses were coded with a unified coding system and data were entered in to the SPSS 20 according to the unified coding to assure participants anonymity. Each question was coded according to the number of options and a unique code was used for each option of the closed questions. Data analyzed by using Statistical Packages for Social Sciences (SpSS) version 20. Frequency, percentage used for statistical analysis SPSS version 20. Data was summarized and reported in the aggregate.

RESULTS

74 questionnaires were sent out and all students gave their responses to all sections of this questionnaire survey. The majority of participants for this study were females. 74 participants fulfilled the inclusion criteria for this study, and 41 of 74 participants were females whereas only 33 participants were males. The majority of participants were of 20 years. The overall scales of emotional intelligence shows that majority of the participants were lie in above average category i.e. 73%, 18% of the participants were emotionally healthy persons, 7% were highly emotional healthy person whereas on 3% of participants belong to average category and it was also found that none of the participant was emotionally weak. The overall subscales of emotional intelligence showed that 22% of participants were motivated, 21% were self-aware, 20% had social skills, 19% were empathy and 18% have self-management.

The results of emotional intelligence of male showed that 21% of male were motivated, 21% were self-aware, 21% had social skills, 20% were empathy and 19% of participants had self-management skills.as far as females emotional intelligence is concerned the results shows that 21% of female were motivated, 22% were self-aware, 20% had social skills, 19% were empathy and 18% had self-management skills. Whereas emotional intelligence of age group of 18-24, shows that 21% of were motivated, 21% were self-aware, 20% had social skills, 20% were empathy and 18% had self-management skills. Emotional intelligence results of age group of 25-30, shows that 22% of were motivated, 21% were self-aware, 20% have social skills, 18% are empathy and 19% have self-management skills.

Table: Emotional Intelligence Overall scales

Overall Scales			
1	Above 100	High emotional Healthy Person	7%
2	91 - 100	Emotionally Healthy Person	18%
3	61 - 90	Above Average	73%
4	31 - 60	Average	3%
5	1 - 30	Emotionally Weak	0%

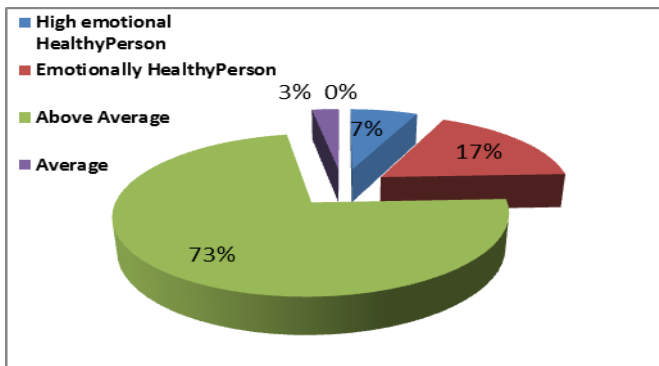


Figure IV-1. Emotional Intelligence Overall scales

Subscales		%
1	Self -Awareness	21%
2	Self-Management	19%
3	Motivation	21%
4	Empathy	19%
5	Social Skills	20%

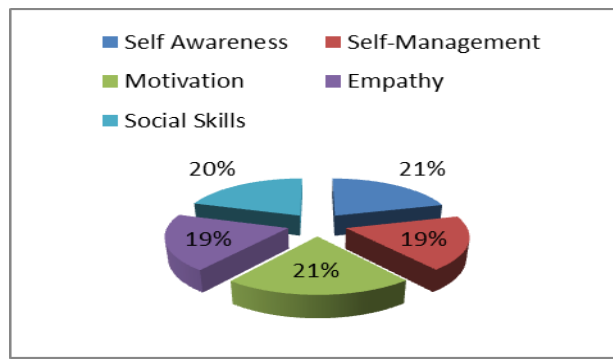


Figure IV-3. Emotional Intelligence (Male)

Table IV-2: Overall Emotional Intelligence (subscales)

Subscales		%
1	Self-Awareness	7%
2	Self-Management	17%
3	Motivation	23%
4	Empathy	36%
5	Social Skills	16%

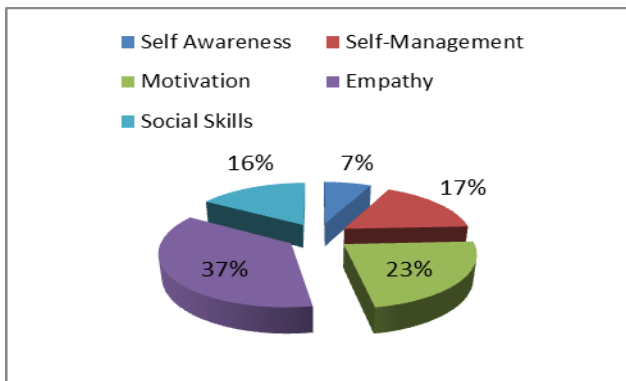


Figure IV-2. Overall Emotional Intelligence (subscales)

Table IV-3: Emotional Intelligence (Male)

Table IV-4: Emotional Intelligence (Female)

Subscales		%
1	Self- Awareness	22%
2	Self-Management	18%
3	Motivation	22%
4	Empathy	19%
5	Social Skills	20%

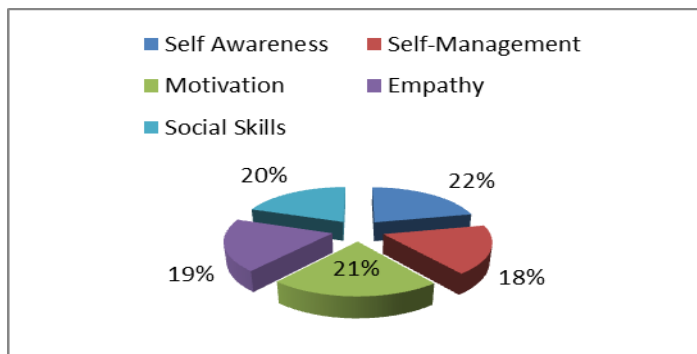


Figure IV-4. Emotional Intelligence (Female)

Table IV-5: Emotional Intelligence (Age group 18 - 24)

Subscales		%
1	Self-Awareness	21%
2	Self-Management	18%
3	Motivation	21%
4	Empathy	19%
5	Social Skills	20%

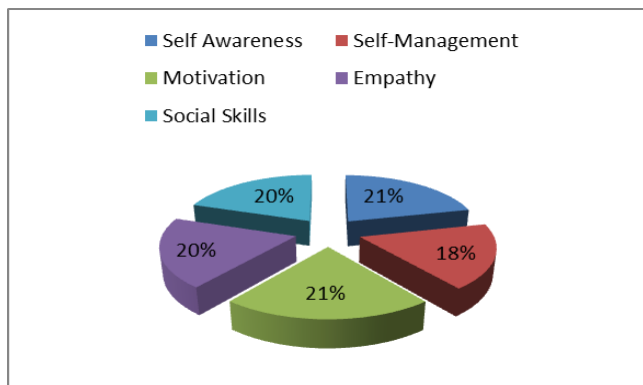


Figure IV-6. Emotional Intelligence (Age group 25 - 30)

Table IV-6: Emotional Intelligence (Age group 25 - 30)

Subscales		%
1	Self-Awareness	21%
2	Self-Management	19%
3	Motivation	22%
4	Empathy	18%
5	Social Skills	20%

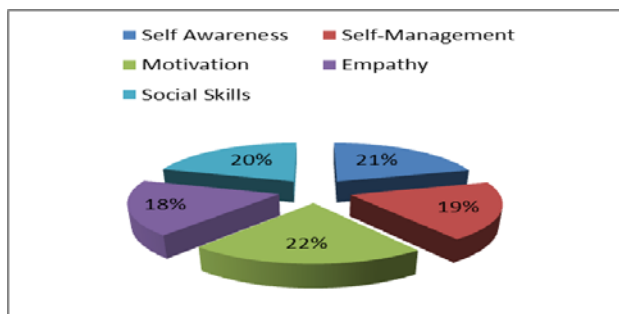


Figure IV-6. Emotional Intelligence (Age group 25 - 30)

DISCUSSION

Number of authors all over the world investigated the emotional intelligence in different profession and general population. They investigated and included different factors. Some of them conducted a very important study and did a literature

review for the correlation of emotional intelligence, academic success and cognitive ability in masters level physical therapy students ⁸ In a more recent research findings conducted to creating a healthy workplace. They conclude that authentic leadership begins with emotional intelligence. ⁹

Similarly in the current study results shows that 73% individuals who involved themselves in sports have emotional intelligence scores above than average healthy persons. 18% are fully healthy persons. 7% are highly emotionally strong and healthy persons. Gender difference and age groups does not have any significant effects on (E.I) scores. Subscales: self-awareness and social skills are same in all three types of player's self-management, motivation, empathy with little variations. Emotional intelligence is very useful for athletes to give their best performance.

According to the researcher Hamid demonstrated in his comparative study that mental skills such as imaging, goal making and emotion control have positive impacts on efficacy and performance of athletes.¹⁰

The findings of Lane's study indicated that the athletes, who have better performance during competitions, use mental skills such as relaxation, imaging and emotion control in their exercise sessions.¹¹

According Goleman in present century when daily life is full of stresses, ability in control of undesirable emotions is of special importance in emotional health. Role of emotional ability is very important in psychological health. In addition, ability to recognize the emotion in oneself and others is essential for emotional health. Without this ability, comprehension of other people's feelings and sentiments is impossible and people may have no experience of intimacy and mutual understanding. Hence, given the effect of emotional intelligence in educational, occupational and social success of training programs for enhancing emotional intelligence in all people especially athletes is necessary.¹²

According to Goleman, emotional intelligence can be learned and enhanced and it is a flexible skill. The research done at Harvard University shows that along with changes of emotional intelligence, physical changes occurs in brain and EQ enhances body's defensive system and increases resistance against diseases. In concluding the whole, the significance of emotional intelligence acknowledge in every discipline of life.¹³

CONCLUSION

The study concluded that majority of participants are above than average scores of emotional intelligence. It is evident that there is no significance difference in Emotional intelligence among male and female. It has also been concluded that emotional intelligence is a proactive technique that will help one become more effective, whatever their walk of life. If one's emotions are controlling them, rather than they controlling their emotions, they need to improve their emotional intelligence. And if one often feels out of control, or if your emotions

are running ahead of you, this is an indication of poor emotional intelligence. In short, improving your emotional intelligence will help calm your nerves & put you in control. It is the primary responsibility of an individual to take responsibility for his/her own emotions and happiness. Examine your own feelings rather than the actions or motives of other people. Develop constructive coping skills for specific moods. Learn to relax when your emotions are running high and to get up and move when you are feeling down. Be honest with yourself. Acknowledge your negative feelings, look for their source, and come up with a way to solve the underlying problem. Show respect by respecting other people's feelings. Avoid people who invalidate you or don't respect your feelings. Realize that improving your emotional intelligence will take time and patience.

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