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EFFECT OF AREA OF ORIGIN AND COURSE OF GRADUATION ON THE EMOTIONAL INTELLIGENCE OF COLLEGE GOING GIRLS

Arockia Maraichelvi
Sangeetha Rajan

ABSTRACT

Emotional intelligence is undoubtedly a research after the heart of psychologists. In their attempt to investigate what determines emotional intelligence of adolescents, they have come with more questions than answers. In recent times, a prior literature has shown emotional intelligence have been determined by such variables as family, school, society and motivational factors (Aremu and Sokan, 2003; Aremu, 2000). Therefore, social scientists and educational psychologists are beginning to uncover the relationship of emotional intelligence to other determinants. The present research aims to fill up the lacunae of the researches held on the determinants of Emotional Intelligence and follows the words of Salovey and Mayer (2004) that defines EI as the ability to perceive and express emotions, assimilate them in thinking, understanding and reasoning, and regulates them in the self and others. Hence the domains of Emotional Intelligence as stated by Salovey and Mayer (2004) namely Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management are considered and empirically examined for its relation with area of origin and course of graduation of final year undergraduates. Three hundred college going adolescent girls of Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, Tamil Nadu was selected for the present research. A general and personal profile was being collected from the selected sample through a self constructed questionnaire. A Standard Questionnaire by Mangal and Mangal for the assessment of Emotional Intelligence level of an individual (totally as well as separately on four domains Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management respectively) was being administered for the 300 respondents from the major course streams of Home Science, Humanities, Management and Science respectively.

The percentage distribution of the selected sample based on the scores obtained by them on the above said four domains of emotional intelligence separately and totally indicates that the total emotional intelligence score showed a satisfactory percentage of 7.5 per cent being called as emotionally intelligent, however none of the respondent could be categorized as very good scorer when considered separately. The effect of area of origin and course of graduation on Total Emotional Intelligence showed an increase in the computed 'f' value and a significant difference at 5 per cent level between the independent variable- area of origin and the course of graduation. Hence the area of origin and the course of graduation affect the level of emotional intelligence of the selected lot.

Keywords – Emotional intelligence, Area of origin, Course of graduation

INTRODUCTION

Emotional Intelligence is a different way of being smart. It includes knowing what one's feelings are and using those feelings to make good decisions in life. It is being able to manage distressing moods well and control impulses. It is being motivated and remaining hopeful and optimistic when the individual have setbacks in working towards goals. It is empathy knowing what the people around them are feeling. And it is social skill - getting along well with other people, managing emotions in relationships, being able to persuade or lead others (Goleman, 2003). Emotional Intelligence is an individual's intrapersonal ability to be aware of thyself, to understand their own strengths and weakness, and to express their feeling and thoughts constructively (Dorheim, 2007).

Emotional intelligence is undoubtedly a research after the heart of psychologists. In their attempt to investigate what determines emotional intelligence of adolescents, they have come with more questions than answers. In recent times, a prior literature has shown emotional intelligence have been determined by such variables as family, school, society and motivational factors (Aremu and Sokan, 2003; Aremu, 2000). In the same vein, Parker, et al (2003) noted that much of the previous studies have focused on the impact of demographic and socio - psychological variables on emotional intelligence.

In recent times therefore, social scientists and educational psychologists are beginning to uncover the relationship of emotional intelligence to other determinants. The present research aims to fill up the lacunae of the researches held on the determinants of Emotional Intelligence and follows the words of Salovey and Mayer (2004) that defines EI as the ability to perceive and express emotions, assimilate them in thinking, understanding and reasoning, and regulate them in the self and others. Hence the domains of Emotional Intelligence as stated by Salovey and Mayer (2004) namely Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management are considered and empirically examined for its relation with area of origin and course of graduation of final year undergraduates. With this background the study was conducted with the objectives of

- To measure the Emotional Intelligence level possessed by the selected sample with reference to the four domains namely Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, and Interpersonal Management (totally and separately) and
- To assess the relative effect of the area of origin and course of graduation on the measured Emotional Intelligence with regard to the four domains namely Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, and Interpersonal Management (totally and separately).

METHODOLOGY

Three hundred college going adolescent girls of Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, Tamil Nadu was selected for the present research. A general and personal profile was being collected from the selected sample through a self constructed questionnaire. A Standard Questionnaire by Mangal and Mangal for the assessment of Emotional Intelligence level of an individual (totally as well as separately on four domains Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management respectively) was being administered for the 300 respondents from the major course streams of Home Science, Humanities, Management and Science respectively. ANOVA technique in the research is used to intend and find the correlation between the four separate dimensions of

emotional intelligence and the two moderating variables namely area of origin of the selected sample and course of graduation.

RESULTS AND DISCUSSION

The findings were resolved and presented under the following heads.

A. LIFE MILIEU OF THE SELECTED SAMPLE

A. GENERAL PROFILE

Significant rifts would appear when attempts are made to match causes to the causes of good/ poor academic performance of college going adolescent girls. Hence efforts were made to collect the general milieu of the selected sample with special relevance to age, religion, area of origin and mother tongue respectively and presented in the Table 1.

TABLE - I
GENERAL PROFILE OF THE SELECTED SAMPLE

Details	N	Percent
AGE		
19 years	71	23.7
20 years	174	58.0
>20 years	55	18.3
RELIGION		
Hindu	249	83.0
Muslim	25	8.3
Christian/ others	26	8.7
ORIGIN		
Urban	105	35.0
Sub- urban	86	28.7
Rural	109	36.3
MOTHER TONGUE		
Tamil	218	72.7
Malayalam	36	12.0
Telugu	27	9.0
Kannada	9	3.0
Hindi	10	3.3

The table depicts a clear data of age composition of the selected sample. A considerable number of the selected sample (174) is found under the bubbling age of 20 years accounting to 58 per cent. Significant percentages (23.7%) were still in their teen years. Glancing at the religious aspect, a vast majority (83%) of the selected sample were Hindus, followed by Christians (8.7%) and Muslims (8.3%). Tracing the area of origin of the selected sample more or less equal representation was found for city born (35%) and village born (36.3%) of adolescent girls and the remaining hailed from sub-urban area. From the above table it is very much indicative that most of the selected samples (218) speak Tamil, followed by Malayalam (12%), Telugu (9%), and Kannada (3%)

B.PERSONAL PROFILE

Personal profile is that which provides a ground to know about the personal information of the selected sample. The Table 2 presents the personal profile of the selected sample with regard to the course of graduation, skills possessed, choice of career and service done.

TABLE – 2
PERSONAL PROFILE OF THE SELECTED SAMPLE

Details	N	Percent
COURSE		
Home Science	119	39.7
Management	32	10.7
Humanities	68	22.7
Science	81	27.0
SKILLS POSSESSED		
Arts/ Crafts	71	24.0
Management skills	19	6.4
Innovative thinking	98	33.1
Creative ability	92	31.5
Others	188	53.5
CAREER CHOICE		
Myself	210	70
Family	90	30

Looking into the aspect of the course that is being opted by the selected sample, a considerable percentage of 39.7 per cent of the selected sample (119) belong to the course stream of Home Science. Twenty seven per cent hail from science background followed by Humanities stream (22.7%) and the Management faculty (10.7%). The type of random sampling stand as the reason for the uneven proportion of graduation of the selected sample. Information was collected on the skills possessed by the selected sample, owing to the suspect that an emotionally intelligent person could enhance or possess special talents against their counter parts. The breakup from the table reveals that 98 and 92 subjects were confident enough to declare that they are innovative and creative respectively. Also an interesting fact is that the entire selected samples are involved in community services namely National Social Service and National Cader Corps carried out on and off the campus.

B.GRADING THE SELECTED SAMPLE BASED ON THE SCORES OBTAINED ON THE FOUR DOMAINS OF EMOTIONAL INTELLIGENCE SEPARATELY AND TOTALLY

The present research which made use of a Questionnaire designed by Mangal and Mangal (2005) so called Mangal Emotional Intelligence Inventory (MEII) to measure the Emotional Intelligence level of college going students in respect to 4 areas separately as well as in total namely: Intrapersonal Awareness (knowing about one's emotions), Interpersonal Awareness (knowing about others' emotions), Intrapersonal Management (managing one's emotions), and Interpersonal Management (managing others' emotions) respectively. The Table 3 gives a clear picture of the categorization and

percentage distribution of the selected samples based on the scores obtained by them on the above said four domains of emotional intelligence separately and totally.

TABLE - 3
GRADING THE SELECTED SAMPLE BASED ON THE SCORES OBTAINED ON THE FOUR DOMAINS OF EMOTIONAL INTELLIGENCE SEPARATELY AND TOTALLY

Area	Category	N	Percent
Intrapersonal Awareness	Very good (≥ 24)	Nil	Nil
	Good (20-23)	69	23.3
	Average (14-19)	160	53.3
	Poor (10-13)	63	21.0
	Very poor (≤ 9)	8	2.7
Interpersonal Awareness	Very good (≥ 25)	Nil	Nil
	Good (20-24)	65	21.7
	Average (14-19)	149	49.7
	Poor (10-13)	67	22.3
	Very poor (≤ 9)	19	6.3
Intrapersonal Management	Very good (≥ 25)	Nil	Nil
	Good (21-24)	50	16.7
	Average (16-20)	177	59.0
	Poor (12-15)	57	19.0
	Very poor (≤ 11)	16	5.3
Interpersonal Management	Very good (≥ 25)	Nil	Nil
	Good (21-24)	27	9.00
	Average (16-20)	154	51.3
	Poor (12-15)	91	30.3
	Very poor (≤ 11)	28	9.3
Total Emotional Intelligence	Very good (≥ 88)	5	1.6
	Good (77-89)	64	21.3
	Average (63-76)	139	46.3
	Poor (49-62)	79	26.3
	Very poor (≤ 48)	13	4.3

Intrapersonal Awareness is a component that provides the basics for all other components of emotional intelligence. The table signifies that an utmost number of the selected sample constituting about 53.3 per cent could score between 14 and 19 to be called as average scorers. However, 23 per cent of them are aware of what they feel and are in touch with their emotions, hence graded under good scorers. However, the table also divulges the information that none of them possess high level of intrapersonal awareness. Conversely, 21 per cent and 2.7 per cent of the selected lot were categorized under poor and very poor scores respectively, since they are unable to be in touch with their emotion, which in turn hinders them to interact effectively and appreciate emotions in others'.

Whilst meddling into the second domain - interpersonal awareness otherwise called empathy, the table lucidly shows that one fourth of the selected respondents were able to put themselves in someone else's shoes i.e. they are capable to recognize what others' are feeling without them needing to express. Nevertheless 67 and 19 respondents could keep count towards poor and very poor category respectively, denoting their failure in being attuned to one's own emotions and thereby not capable of reading and understanding the feelings of others'.

The intrapersonal management domain speaks about the self management of emotions. The table portrays cogently that 16.7 and 59 per cent of the respondents could keep a tally to achieve good and the average category. These respondents most of the time, could understand their emotions and use their understanding to deal with situations productively. Unfortunately, a total of 24.3 per cent of the sample in the poor and the very poor group try to manage their emotions by suppressing or denying them.

The fourth important domain being Interpersonal Management- only 9 per cent could recognize the mood or feeling of others', realize about what it means and how it affect and then choose how to act. The good category is followed by a maximum of 51.3 per cent under average scorers. The remaining slot scored very less cautioning the human developmentalists and psychologists to plunge into action of enhancing the Emotional Intelligence of adolescents so that they become better able to guide their own lives.

In sum, the total emotional intelligence score also showed a similar finding. It is obvious from the table that, about 1.6 per cent of the selected lot seem to be very good and emotionally intellectual enough and more than half of the subject (160/300) were in the average category of emotional intelligence. However, a satisfactory percentage of 17.5 per cent were categorized as emotionally intelligent. However, the figure shows that 23.1 per cent and 5.9 per cent were found to be not emotionally intelligent, which enlighten the need to provide sustainable and strengthened enhancement programme on Emotional Intelligence in higher education system.

C. THE EFFECT OF AREA OF ORIGIN AND COURSE OF GRADUATION OF THE SELECTED SAMPLE ON EMOTIONAL INTELLIGENCE

Expecting that certain variables like area of origin and the course of graduation of the selected respondents could influence their emotional intelligence, data were analyzed using two separate one way analysis of variance (ANOVA) with four factor scores (separately and totally) as dependent variables: Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, and Interpersonal Management and area of origin and course of graduation as independent variables. The findings are given below.

a) EFFECT OF AREA OF ORIGIN AND COURSE OF GRADUATION ON THE INTRAPERSONAL AWARENESS LEVEL

People with high levels of Intrapersonal Awareness learn to trust their 'gut feelings' and realize that these feelings can provide useful information about difficult situations. The Table 4 highlights the effect of the independent variable on the dependent variable- Intrapersonal Awareness level of the selected sample.

TABLE - 4
RELATIONSHIP OF AREA OF ORIGIN AND COURSE OF GRADUATION ON
INTRAPERSONAL AWARENESS LEVEL

Details	No.	Mean	SD	f
ORIGIN				
Urban	105	16.55	3.40	0.669 (NS)
Sub-urban	86	16.67	3.69	
Rural	109	16.11	3.85	
COURSE				
Home Science	119	17.23	3.31	3.591*
Management	32	15.94	4.38	
Humanities	68	16.22	3.43	
Science	81	15.62	3.81	

NS: No: Significant: *: Significant at 5% level

Sneaking a quick look into the table, it clearly typifies that the mean of the selected sample hailing from urban, sub-urban and rural area are more or less the same. The 'f- value' calculated with the data being not significant confirm the finding that there is a limited relationship of the variable- the area of origin- on the first component of emotional intelligence. In other words, intrapersonal awareness level does not get altered based on the area of origin.

A partial view of the table reveals that the selected subject doing their graduation in Home Science stream could keep a tally of greater mean score followed by Humanities stream. The statistically significant 'f' value at 5 per cent level reiterates the fact that the course of graduation does have an impact on the intrapersonal awareness level of the selected subject. It also substantiates relevance that the Home Science subjects would inculcate by being a life oriented subject fostering the well being of adolescents.

b) EFFECT OF AREA OF ORIGIN AND COURSE OF GRADUATION ON THE INTERPERSONAL AWARENESS LEVEL

Most of the time people don't tell others what they feel in words but rather in tone of voice, body language and facial expression. To be emotionally intelligent, it is very important to read and understand the feelings of others. ANOVA test used to deem the relationship of the selected independent variable on the interpersonal awareness level is projected in the Table 5.

TABLE - 5
RELATIONSHIP OF AREA OF ORIGIN AND COURSE OF GRADUATION ON INTERPERSONAL AWARENESS LEVEL

Details	No.	Mean	SD	f
ORIGIN				
Urban	105	16.90	3.86	3.583*
Sub-urban	86	15.93	4.21	
Rural	109	15.39	4.42	
COURSE				
Home Science	119	17.44	3.98	3.824*
Management	32	16.34	4.85	
Humanities	68	14.51	3.78	
Science	81	15.28	4.01	

*- Significant at 5% level **- Significant at 1% level

The data largely mirrors that the city culture had lucratively interceded with the emotional intellect of the sample and reinforced them to empathize others' thereby enhancing their level of interpersonal awareness. This was evidently focussed by the statistically significant 'f' value at 5 per cent level. Hence the area of origin could strongly influence the level of interpersonal awareness of adolescents.

A momentary look into the table reveals an analogous trend with relevance to course of graduation but the level of significance is at 1 per cent level. However, the students graduating in Home science could outweigh their counterparts followed by Management students. It was also evident that the students of Humanities could not compete with their counterparts on their particular dependent variable.

c) EFFECT OF AREA OF ORIGIN AND COURSE OF GRADUATION ON INTRAPERSONAL MANAGEMENT LEVEL

The third domain of emotional intelligence is called as Intrapersonal Management. Goleman (2001) said that this component frees an individual from being prisoners' to their emotions. The Table 6 sums up the concerned data depicting the effect of area of origin and course of graduation on the Intrapersonal Management level of the selected sample.

TABLE - 6
RELATIONSHIP OF AREA OF ORIGIN AND COURSE OF GRADUATION ON INTRAPERSONAL MANAGEMENT LEVEL

Details	No.	Mean	SD	f
ORIGIN				
Urban	105	18.21	2.82	4.538*
Sub-urban	86	17.22	3.49	
Rural	109	16.89	3.59	
COURSE				

Home Science	119	18.23	2.92	4.383**
Management	32	16.09	4.82	
Humanities	68	17.38	3.27	
Science	81	16.89	3.05	

*- Significant at 5% level **- Significant at 1% level

A glance into the table on origin wise split of the mean was found to be high for the city born girls followed by the sample hailing from sub-urban area. Then there was a gradual decrease in the mean of the respondents from rural vicinity the table portrays cogently the 'F' value showing significant difference at 5 per cent level on the selected sample, which unmistakably designate that the intrapersonal management skill of adolescents is strongly influenced by the area from which the sample hail.

A glimpse of the table furthermore elaborates the positive relationship of the course of graduation on the level of Intrapersonal Management of the respondents with the 'F' value (4.383) being significant at 1 per cent. Again the respondents from Home Science stream out washed the other major students. However, Humanities stream is found to be little closer to the Home Science majoring students.

d) EFFECT OF AREA OF ORIGIN AND COURSE OF GRADUATION ON INTERPERSONAL MANAGEMENT LEVEL

It is in this domain of emotional intelligence, the other three previous skills all come together. This is said to be the most visible aspect of a person. A person with high level of interpersonal management will usually approach relationships from a position of authenticity. The Table 7 elaborates the effect of the chosen independent variable on the dependent variable- interpersonal management component of emotional intelligence.

TABLE - 7
RELATIONSHIP OF AREA OF ORIGIN AND COURSE OF GRADUATION ON INTERPERSONAL MANAGEMENT LEVEL

Details	No.	Mean	SD	f
ORIGIN				
Urban	105	16.55	3.45	1.90 5 ^(NS)
Sub-urban	86	15.62	3.13	
Rural	109	16.17	3.29	
COURSE				
Home Science	119	16.93	3.00	3.82 4*
Management	32	15.59	4.70	
Humanities	68	15.57	3.28	
Science	81	15.69	2.95	

NS- Not Significant; *- Significant at 5% level

A fleeting look into the table clearly indicates that the statistical 'F' value being not significant with that of the independent variable - area of origin and the dependent variable - interpersonal management level of the selected sample. Subsequently a noted difference in the mean indicates that the area of origin has limited relationship over the interpersonal management skill. The city culture of the adolescent girls had possibly given them the opportunity to enhance their interpersonal skill. However, a close mean were also scored by rural girls. It is the sub-urban girls who suffer with lower level of interpersonal management skill.

Succinctly, the commendable rise in the mean score of Home Science students and the ANOVA results being significant at 5 per cent level had ensured that the course of graduation with a focus on connectedness, relevant life contexts, personal and interpersonal competence had stimulated the intellect of certain major students to react more positively to the above mentioned skill.

e) EFFECT OF AREA OF ORIGIN AND COURSE OF GRADUATION ON TOTAL EMOTIONAL INTELLIGENCE LEVEL

Emotional Intelligence skills are unique from a person's technical skills and cognitive abilities. Multiple studies have shown that Emotional Intelligence competencies often account for the difference between star performers and average performers, particularly in academic settings. The Table 8 reflects the outcome of the effect of the area of origin and course of graduation on the total emotional intelligence score of the selected sample.

TABLE - X
RELATIONSHIP OF AREA OF ORIGIN AND COURSE OF GRADUATION ON TOTAL EMOTIONAL INTELLIGENCE SCORE LEVEL

Details	No.	Mean	SD	f
ORIGIN				
Urban	105	68.22	10.16	3.314*
Sub-urban	86	65.44	11.32	
Rural	109	64.57	10.81	
COURSE				
Home Science	119	69.82	9.55	8.395**
Management	32	63.97	13.91	
Humanities	68	63.39	9.47	
Science	81	63.48	10.90	

* - Significant at 5% level ** - Significant at 1% level

An increase in the computed 'F' value implies that there is a significant difference at 5 per cent level between the independent variable - area of origin and the dependent variable - total emotional intelligence score of the selected sample. The above table also depicts the upshot mean score for the sample hailing from urban area, followed by the sub-urban category and rural origin. This finding ensures that the area of origin strongly influence the emotional intelligence level of the selected sample.

The mean scores depicted in the table with relevance to the course of graduation had explicitly revealed that the Home Science majoring students over powered their counterparts with a better score on their total emotional intelligence. The 'F' value highlights that the course of graduation has a powerful influence on the emotional intelligence of the selected lot.

IMPLICATIONS OF THE STUDY

The study has implication for the curriculum developers to integrate emotional intelligence into the curriculum of school to college students and that teachers, counselors and educational psychologists should encourage the development of a strong achievement motivation in the students through the provision of appropriate counselling intervention programmes and enabling environment. By doing so, the emotional intelligence of the students could be improved barring all other teaching - learning obstacles.

The sub - factors of emotional intelligence, consistently is been determined by socio-demographic profile of the subject, as per the present finding which itself has interesting implications. It is an accepted finding that emotional intelligence is a strong predictor of academic achievement and job performance. Hence, it is strongly recommended that schools and higher education institutes should consider adding practical courses that would help students function at a higher level of emotional intelligence and which would ultimately improve the success rate of the future citizens. A specific emotional intelligence course could include instruction and actual practice in some of the following areas related to emotional intelligence, assertiveness, adaptability, emotion expression, emotion regulation, emotion management (others), emotion perception (self and others), impulsiveness, relationships, self- esteem, self- motivation, social awareness, stress management, trait optimism, happiness and empathy, inspiring/ influencing others, managing time and priorities, negotiating, managing conflict, and recognizing personality traits in others.

It is important to acknowledge that this study has some limitations. First, although the sample size for this study was relatively big, the fact still remains that it did not represent the totality of students. Also the other gender was not examined. Thus a note of caution needs to be sounded when generalizing the study's findings.

On the whole, opinion about the Emotional Intelligence Level assessment in terms of reliability, validity, enhancement, expected content, and providing guidance in the present research is very positive and encouraging. Security and endorsement are not only the factors that aid in the transformation to adolescence. Intelligence pooled with appropriate emotions and quality academics make them shine in their academics as well as in their career development.

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