

ASSESSMENT OF EMOTIONAL INTELLIGENCE AND EMOTIONAL MATURITY OF UNDERGRADUATE STUDENTS

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ABSTRACT

This study endeavours to assess emotional intelligence and emotional maturity of undergraduate students. Data was collected from 187 students who were randomly selected as a sample of the study from four degree colleges in Sikkim by administering two psychological tools: Emotional Intelligence Test (REIT) and Emotional Maturity Scale (EMS). Collected data were analysed on Statistical Package for Social Science (SPSS) 16.0. The study found that a large number of students belong to normal range in emotional intelligence; the majority of undergraduate students are extremely unstable in emotional maturity scale; a perfect positive correlation was found between emotional intelligence and emotional maturity of undergraduate students. In addition, this paper has attempted to give some suggestions as well.

KEYWORDS: REIT, EMS, SPSS

INTRODUCTION

Human beings display their likes and dislike through words and actions and to make it laudable they add emotions to it. Some of them are apparent about their emotions but some may be taken aback. Some are emotionally stronger, whereas some are not able to understand 'what to do' when they 'feel in a certain way'. In other words, these people are not able to display the way they 'feel'. Understanding one's emotions and demonstrating it accordingly is two different things. The consciousness of emotions is a sign of being emotionally intelligent and behaving or controlling behavior, according to the viability of social interest while being aware of emotions is emotional maturity.

Emotional well-being is a key to a balanced personality and peaceful life. An individual, at his/her early adulthood experiences tremendous changes in his/her roles, will have various obligations towards family, peers and society. Apart from these obligations, undergraduate students have pressure to perform well in academics too. Undergraduate students are considered as an ideal for many youngsters from their locality/village. In Sikkim, people come to the city/town for their undergraduate studies from rural areas; sometimes they are the first generation to avail college education. In this state of exposure, according to human nature, they get attracted to the glamour of city/town. They learn and unlearn many things that help them in their growth and development.

REVIEW OF RELATED LITERATURE

Emotional intelligence and emotional maturity have gained interest in the last few years. Plenty of research was being done in India and abroad as well and some of them are discussed in following paragraphs.

Subbarayan and Visvanathan (2011) in their study found that emotional maturity of college students was extremely unstable. Kushvinder Kumar (2011) in his investigation revealed that the emotional intelligence was gender-biased. Mishra (2012), Nwadinigwe and Azuka-Obieke (2012) found a positive correlation between emotional

intelligence and academic achievement of secondary school students. Preeti (2012) in her study found that the absence of emotional intelligence indicates a weak personality. Aumugam (2014) undertook a study and revealed that emotional maturity of B.Ed. trainees to be below average. Wani and Masih (2015) affirmed in their study that majority of postgraduate students and research scholars of Jamia Milia Islamia University are emotionally unstable. Bhatnagar and Gill (2015) conducted a study and revealed that there was no correlation between emotional intelligence and emotional maturity of senior secondary students.

The review of the related literature indicates that the emotional intelligence and emotional maturity have a great role to play in the performance of the school, college and university students, and PhD scholars and BEd Trainees as well. Students are emotionally unstable at college and university level. Emotional intelligence influences students' personality and it is gender-biased. The review also indicates that there is no correlation between emotional intelligence and emotional maturity.

NEED AND JUSTIFICATION OF THE STUDY

Recognising one's emotions and emotions of others and exercising accordingly is a necessity in the human world. In the present era, where the distance is shrinking (with smart gadgets and internet facility) and human emotions are getting more complex (with '*emoticons*') there is a need to generate awareness of emotional well-being, emotional dilemma and emotional conflicts. In such emotional contention, the individual may fall prey to maladjustment. This may further result in underdeveloped personality, weak performance in academics, uncertainty, indifference and repulsiveness. Considering the current state of lifestyle, this paper attempts to look into the emotions of undergraduate students in Sikkim by assessing their emotional intelligence and emotional maturity.

Operational Definition of Key Terms Used

- **Emotional Intelligence:** It is an ability to identify and manage one's own emotions and the emotions of others. In this study, it refers to the ability of undergraduate students to understand their own emotions and emotions of others'.
- **Emotional Maturity:** It is an ability to respond to situations in a positive manner by recognising and controlling emotions and behaving rationally. In this study, it refers to the ability of undergraduate students to regulate their emotions and control their behaviour.

OBJECTIVES OF THE STUDY

- To find out the emotional intelligence of undergraduate students.
- To find out the emotional maturity of undergraduate students.
- To find out the extent of the relationship between emotional intelligence and emotional maturity of undergraduate students.
- To draw out implications and suggestions.

Null Hypotheses

- There is no significant correlation between the emotional intelligence and emotional maturity of undergraduate students.

Delimitation of the Study

The present study is delimited to the students of Bachelor of Art (2013-2016) studying in four different Degree colleges in Sikkim. These colleges are a Sikkim Government College, Namchi Government College, Gyalshing Government College and Burtuk Government College. All these colleges are affiliated to Sikkim University.

Limitation

The present study has a limitation on the ground that the data were collected through self-report measures. There is a possibility of the problems of socially desirable and faking responses. In spite of such limitations, self-report measures are widely used all over the world for collecting data because this is one of the important ways of collecting data in social sciences.

Population and Sample of the Study

The total number of students of 6th semester pursuing Bachelor of Art constitutes the population of the study. The sample was randomly drawn out from the population. The following table shows the population and the sample of the study:

Table: 1: Showing the Population and Sample of the Study

Sl. No.	District	Name of the College	Total No. of Students	Sample Taken
1.	East	Sikkim Government College, Tadong	321	51
2.	South	Namchi Government College, Namchi	290	96
3.	West	Gyalshing Government College, Gyalshing	82	26
4.	East	Burtuk Government College, Burtuk	85	14
5.		Total	778	187

METHODOLOGY

For the present study following tools were used to collect data and methods were adopted to analyse the data:

- Emotional Intelligence Test (REIT) constructed by Roquiya Zainuddin and Anjum Ahmed (2008).
- Emotional Maturity Scale (EMS) constructed by Yashvir Singh and Mahesh Bhargava (2006).
- Collected data were analysed on Statistical Package for Social Science (SPSS) 16.0. Data was analyzed using descriptive statistics, which involved the uses of frequencies, mean scores and standard deviation. SPSS was also used to calculate the coefficient of correlation.

DATA ANALYSIS AND INTERPRETATION

Emotional Intelligence

REIT purports to measure learning optimism of which the subject has some awareness. This tool involves five dimensions of Emotional Intelligence viz. Self-regulation, Motivation, Empathy, Social Skills and Self-Awareness.¹

Table 2: Levels of Emotional Intelligence of Undergraduate Students

C. I.	F	Statistics	Limit of Scores	No.	%	Interpretation*
81 – 90	2	N = 187 M = 69.11 SD = 5.031	76 & above	17	9.09	High Range
71 – 80	67		65 to 75	138	73.80	Normal Range
61 – 70	110		64 & below	32	17.11	Low Range
51 – 60	8					
i = 10	N = 187			187	100.00	

**As per the manual*

The above table shows:

- There are only 17 students (9.09%) who fall under the category that is having a high level of emotional intelligence.
- The majority of the 137 students (73.80%) fall under the category that is having a normal level of emotional intelligence.
- There are 32 students (17.11%) fall under the category that is having a low level of emotional intelligence.

Emotional Maturity

EMS is comprised of five components of Emotional Maturity viz. Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence.²

Table: 3: Levels of Emotional Maturity of Undergraduate Students

C. I.	F	Statistics	Limit of Scores	No.	%	Interpretation*
161 – 170	4	N = 187	107 to 240	146	78.07	Extremely Unstable
151 – 160	8					
141 – 150	15					
131 – 140	26	M = 120.45	89 to 106	36	19.25	Unstable
121 – 130	34		81 to 88	2	1.07	Moderately Stable
111 – 120	43		SD = 18.232	50 to 80	3	1.60
101 – 110	32					
91 – 100	19					
81 – 90	3					
71 – 80	2					
61 – 70	1					
i = 10	N = 187			187	100.00	

**As per the manual*

The above table shows:

- The majority of the 146 students (78.07%) is extremely unstable in emotional maturity.

¹ Prof. Rouquia Zainudding & Anjum Ahmed. "REIT Emotional Intelligence Test." National Psychological Corporation, Agra, India. 2008.

² Dr. Yashvir Singh & Dr. Mahesh Bhargava. "Emotional Maturity Scale (EMS)". National Psychological Corporation, Agra, India. 2006.

- There are 36 students (19.25%) who are unstable in emotional maturity.
- There are only 2 students (1.07%) who are moderately stable in emotional maturity.
- There are only 3 students (1.60%) who are extremely stable in emotional maturity.

Relationship between Emotional Intelligence and Emotional Maturity

To analyse the relationship between emotional intelligence and emotional maturity following null hypothesis was formulated:

H₀ 1: There is no significant correlation between emotional intelligence and emotional maturity of undergraduate students.

Table: 4: Coefficient of Correlation between Emotional Intelligence and Emotional Maturity of Undergraduate Students

Variable Involved	Sample Size (N)	Computed Value of R	Table Value of R	df	Level of Significant
Emotional Intelligence X Emotional Maturity	187	1	181	185	0.01

The above table reveals that the H₀ is rejected. It means that there is a perfect positive correlation between emotional intelligence and emotional maturity of undergraduate students.

MAJOR FINDINGS OF THE STUDY

The major findings of the study are:

- The majority of undergraduate students (73.80%) were found to have a normal level of emotional intelligence. While least number of them (9.09%) bears a high level of emotional intelligence which is followed by students (17.11%) who bears a low level of emotional intelligence.
- The majority of undergraduate students (78.07%) were found to be extremely unstable in emotional maturity. While few of them (19.25%) were found to be unstable in emotional maturity. Hardly any students were found to be moderately stable (1.07%) and extremely stable (1.60%) in emotional maturity.
- This study found a perfect positive correlation between emotional intelligence and emotional maturity of undergraduate students. This means that if the value of emotional intelligence increases, there will be an equal increase in the value of emotional maturity.

DISCUSSIONS

As per the findings, it is clear that the undergraduate students are quite aware of the nature of their emotions. They can regulate their emotions and are sympathetic to people in distress, they are motivated towards positivity, they understand others' emotions and are empathetic, they are skilled in dealing with any social situations and they are aware of the truth of life and do not grieve for long on their losses.

On the other hand, undergraduate students are emotionally immature as they were found to be extremely unstable. Their emotions are unpredictable and intense, they overreact to events, they experience unstable and stormy social life,

they are apprehensive, they may intend to self-harm, they find difficulty in controlling anger and they feel their life is aimless and thus lack the peace of mind.

The perfect positive correlation was determined between emotional intelligence and emotional maturity of undergraduate students. It interprets that with the increase in the value of emotional intelligence there will be a perfect positive rise in the value of emotional maturity as well. In other words, the students are not able to control their behavior, though they are quite aware of the nature of their emotions.

IMPLICATIONS AND SUGGESTIONS

Emotional intelligence and emotional maturity are vital factors that may influence an individual's personality, social and personal life. Management of emotions definitely helps in maintaining behaviour. Following are some implications that could be drawn out from this study:

- Emotional discomfort in students may be observed by the teacher. This may be the result of emotional instability.
- In colleges, counselling chamber may be established to probe into students' problems related to education and other issues.
- Sensitization programs may be held in the colleges periodically on emotional problems where experts may be invited to make students aware of emotional problems its causes and other various issues.
- Students with backlogs or zero-semester may be provided with appropriate counselling to help overcome the stress.
- Due concern may be given on teaching methodologies to maintain a balance between emotions and academics.

CONCLUSIONS

Emotional intelligence and emotional maturity define one's personality. How one understands emotions and how he/she controls his/her behaviour is some of the signs of emotionally intelligent and emotionally matured person. It is not necessary that one who is emotionally intelligent is emotionally mature, but to be emotionally matured one should be emotionally intelligent.

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