

Personality development through Emotional Intelligence in university graduates of Quetta

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Abstract

The purpose of this study was to determine the emotional intelligence in university graduates at Quetta specifically with respect to its traits like maturity, motivation, self-control and social stability in order to attain overall personality development. A cross-sectional survey design in the form of self-report questionnaire was used to examine variables i.e. maturity, motivation, self-control and social stability to stimulate personality development. Eight faculties of two public sector universities were selected through proportionate sampling and further random sampling technique was used to select 200 respondents as a sample size and the observed response rate was 88% (176 out of 200). All the responses were analyzed by using SPSS soft wear (Statistical Package for Social Sciences). Chi-square tests and descriptive statistics were applied to analyze data. The reported chi-square values were found highly significant (i.e.; $p < 0.05$) for most of the responses indicating maturity, motivation, self-control and social stability, which ensures the presence of different traits at high level among university graduates which ultimately promote personality development.

Key Words: Emotional Intelligence, personality development, university graduates.

Introduction

Emotional intelligence is a complex and dynamic construction of human traits influenced by diversity of social, psychological and biological factors. A remarkable number of research studies have been conducted to found emotional intelligence as a valuable predictor of social adjustment, social interaction, work and personnel life matters. Stress management, psychological health issues, career enhancement, academic field and personality development. Young generation facing many difficulties and stresses in modern materialistic race. They are facing different psychological disorders. Therefore emotional intelligence is gaining currency and here the study of personal maturity is attracting and challenging us. “Emotional maturity means balanced personality”. It is capacity to manage and regulate uncertain emotions, and behave normally under pressure to endeavor the situation and show tolerance and not to be nervous. We can determine the personality configurations with emotional maturity and furthermore it is helpful in growth and development of adolescents. A person having control on his emotions, to rivulet adjournment and to agonize without self-indulgence might still be emotionally dumbfounded. A person with emotional maturity will be satisfy of what he is and keep balance relation between his mind and heart and overall will be satisfy in life. Children and adolescents are determined by their physiological characteristics like genes and hormones but beyond adolescence, a person has to learn maturity. Emotional intelligence is a learned behavior up to some extent and it is a choice. If in case it is not made by conscious, the individual will not cross the border of emotional immaturity of a childhood and adolescent in spite of any and all accessories of substantial success. Emotional intelligence not necessarily grows with physical age. It is not essential that we get more mature with old age. It is a general observation that some adults are not mature enough emotionally and some are totally immature. They all feel difficulties in adjusting themselves according to dynamic circumstances in this modern era. Therefore it is requirement of the time that our adolescents and adults should be able to adjust themselves and manage their emotions according to the environment. Emotional intelligence is of vital importance in individual

behavior because students are the future of the nation and constructors of the country. This study is of tremendous value for social development, human capital especially for students, teacher's administrators and families as well. They will come to know the strength of maturity of young generation. The study will be helpful for graduates, research scholars and educators to open different dimensions for future studies. It will also provide guidance to those students who are at highest level to learn social adjustments and to manage their emotions in environmental setup. One of the most important aims of the study is to make young graduates to realize the importance and ultimate meaning of emotional maturity that it is the ability to grasp once choices and its impacts. High qualification does not necessarily make someone to be capable of managing the situations. Therefore need for study was felt to know the maturity level of university graduates.

Literature Review

In higher educational settings many research studies identified that EI is directly concerned with students educational achievements and plays a vital role in academic performance and retention (Buvoltz, Powell, Solan, & Longbathom, 2008; Olatoye, Akintunde, & Yakasai, 2010; Shipley, 2010). Social interactions and relationships along with gender, age and ethnicity in connection with EI was discussed in another research study (Han, 2009; McBride, 2010; Shipley, 2010). Some research scholars demonstrated EI as the capability to involve cognitive processing of emotional information (Mayer and Salovey, 1997). This sort of emotional intelligence is also known as ability EI. Another concept of EI including different social skills, motivational influences and personality traits (Goleman, 1995; 1998; Bar-On, 2000). Different theories and models conceptualized EI and its role in strengthening the personality traits.

Howard Gardner Theory

Gardner in (1983) in his proposed well known "Multiple Intelligence Theory" mentioned the social intelligence concept as a part of seven intelligences. Which made it possible to associate cognitive domain with emotional intelligence aspects. From the decomposition of social intelligence, he further proposed two main parts including; intrapersonal and interpersonal intelligence. The first one is related with the personal abilities to understand

one's own emotions and feelings, self-reliance, motivations and purposes and their proper usage in smooth and effective regulation of life. The later one concerns with the individual's ability to interact effectively and communicate efficiently with others in order to understand people, their dispositions and purposes with response in a proper manner. The discrepancy between Gardner's interpersonal and intrapersonal intelligences donates a lot in foundations of EI theory, argued by Scheusner (2002). After onward, the term social intelligence has been used for many decades, which ultimately came to be known as emotional intelligence.

Goleman's Theory

Goleman (1995) in his mixed model mentioned personality, cognitive features, skills, traits and proficiencies as parts of EI. The primary focus of Goleman's theoretic work was on organizational leadership and work performance; though these related notions have also been applied to educational setup suggesting that integrating EI within the classroom environment will be helpful in all characters within numerous associations of those students. For proper emotional development of students, teachers must be aware of their own emotional intelligence as suggested by Quarles and Cole (2011). Teachers were found in lead role, therefore who were more conscious concerning their own emotions and understand the emotions of students, were capable to get leadership positions and facetasks allied with leadership. Goleman (1995) in consistent to Mayer and Salovey (1995) mentioned some of the similar aspects in his definition of emotional intelligence. He encompassed the capacity of being conscious of one's own feelings and acknowledgement of others emotion and be able of managing those sentiments, but he involved the personality aspects as well. In his EI theory Goleman discussed three main factors including Emotional self-awareness, Management of emotions and efficiently connecting emotions, which encompasses to being less precipitate with one's emotions and demonstrates more self-control.

Mayer and Salovey Model

Mayer and Salovey (1990) ability model is also identified as four branch model of EI. Four branches include distinguishing emotions, applying thought, and realizing emotions and dealing emotions (Salovey&Grewal,

2005; Salovey, Mayer, Caruso, & Lopes, 2003). Receiving and distinguishing emotions can be described as “ability to perceive and identify emotions in oneself and others” (p. 252). Applying thought includes the utilizing of identified emotions in extents like problem resolving, rational thinking and creativeness (Salovey et al, 2003). Realizing and understanding emotions is the third branch of EI, which defines the capacity to comprehend the strength and complication in emotions, how they may be managed like being unhappy to annoyed, and what emotional state of that individual they represent (Fatt& Howe, 2003). Managing emotions, the fourth and final branch is defined as the capability of individuals to regulate their emotions (Salovey et al., 2003). Though it has been developed from Gardner’s personal intelligences concept, the ability model of EI presented by Mayer and Salovey (1990) version was found more effective in processing cognitive capabilities in performing such activities of understanding emotions in comparison with mixed model which is specifically bound to personality characters (Malekar&Mohanty, 2008)

Bar-On Model

Bar-On created quotient inventory (EQ-I; Bar-On, 1997) as a tool for the measurement of EI. It is a self-report type utilizing 15 subscales for the measurement of emotional and social intelligence behaviors. The behaviors including emotionally self-awareness, self-actualization, self-esteem, independence, boldness, empathy, interpersonal relationship, stress management, social responsibility, realism testing, flexibility, impulse control, optimism, problem solving and happiness. Due to its dependency on self-report and the amalgamation of emotional intelligence with personality traits, the usage of EQ-I as a measurement tool have been criticized. Despite of the high inner stabilities of the tool (Cronbach’s $\alpha = .76$) and its coefficients of reliability for the subscales, ranging from .69 to .86 (Brackett & Mayer, 2003; Bar-On, 1997). Because of these critics, some research studies pointed out the capability for partakers to deliberately vary scores in the answers, they have given on the EQ-I than the MSCEIT (Day & Carroll, 2008; Grubb III & McDaniel, 2007; Whitman, Van Rooy, Viswesvaran, & Alonso, 2008). Day and Carroll specifically recognized the variance, mentioning that MSCEIT concentrated on ability model whereas EQ-I

involved both personality and emotional intelligence aspects and therefore used a mixed ability approach.

Emotional Intelligence and Personality Development in Higher Education

Variety of research studies conducted on EI in relationship with student's retention and adjustment within their selected programs and universities. Qualter, Whitely, Morley, and Dudiak (2009) conducted several studies on relationship between students EI total scores and four EI branch scores, retaining in courses. A sample of 640 students were selected in a separate study and they got EI training. EI training enabled them to increase their EI score and as a result they were more likely in persistent to their studies as compare to those students, who did not get EI training (Qualter et al.,p. 226). Students with high EI before training were more likely to be in persistent regardless of the training offered to them as indicated by researchers. It was found in another study that students who have successfully passed their first year of studies had positively higher degree of EI as compare to those students who remained back before the starting of their second year. Similarly more specific, they were having higher level of personal intelligences (interpersonal and intrapersonal), Stress management and ability of adaptability than those who were extracted or left (Parker, Hogan, Eastabrook, Oke, & Wood, 2006).Grace (2004) in a study on undergraduate students of nursing found an effect of emotional intelligence on certain aspects of satisfaction. 71% were found extremely satisfied or satisfied with university out of the total population of the students under study. The students who were highly satisfied with professional development scored lower on the use of emotions. Although, those students scored higher on using of emotions had higher satisfaction levels in internal personal growth. Perceiving emotion was found statistically substantial analyst on the satisfaction positions with artistic and human progress.

METHODOLOGY

A cross sectional survey was conducted in two public sector universities of Quetta. Different faculties including i.e. faculty of Management Sciences UOB (18.8 %), faculty of Education and Humanities UOB (19.9 %), faculty of Pharmacy and Health Sciences UOB (18.8 %),

faculty of Natural Sciences BUIITEMS (8.5), faculty of Arts & Basic Sciences BUIITEMS (14.8), faculty of Information Technology BUIITEMS (1.7 %), faculty of Engineering & Architecture BUIITEMS (2.8 %) and faculty of Management Sciences BUIITEMS (15.3 %) from both universities have been selected for research study. The surveys were arranged by the researcher with the help of instructors and other colleagues under the jurisdiction of respective departments in classroom timings.

Research approach and Design

Cross-sectional survey was used to elaborate the level of EI among graduates of universities and its correlation with other variables as maturity, motivation, self-control, social stability and overall personality development. Research was bound to these variables and a descriptive research approach for determining the correlation was essential.

Appropriateness of Design

Cross-sectional designs allow interpretations to be taken from replies of the population selected as sample and collected data from specified point in time, that minimizes time needed for collecting data (Creswell, 2009). Therefore the outcomes of cross-sectional survey designs allow for probable connotations among the interests of the research study but not causativeness (Levin, 2006). Answers to research questions were only for probable connotations among the variables and not for causativeness as present study is bound to these specific variables.

Instrumentation and Materials

Questionnaire was designed to evaluate student's responses. The tool was simply designed and no difficult terminologies were used. These Questionnaires were distributed during working hours under the supervision of their supervisors. It was a sort of simple 5 point Likert-scale questionnaire in which they were asked to answer 1 to 5 (From strongly disagree to Strongly agree). What they feel suitable, they need to put a Tick sign in a empty box given in front of the each respective question. The overall data was collected by using the primary source of questionnaire (self-report).

Data Collection, Sampling and Analysis

The responses of the respondents were collected through Questionnaire by visiting different Departments of the population universities with the help of colleagues and concerned department supervisors. The process of data collection was started with the prior permission of competent authorities. Through proportionate sampling different departments of universities were selected for study and further random sampling technique was used to collect responses of the 200 students. The response rate was 88% (176 out of 200).

All the responses were analyzed by using SPSS soft wear (Statistical Package for Social Sciences). Different components of Emotional Intelligence and its relationship with personality traits were kept in consideration when questionnaire was designed. The statistical analysis of questions are based on direct responses of respondents collected through questionnaire (self-report). Chi-square test and descriptive analysis were applied to analyze the responses. The tables and graphs for each question was categorized and mentioned clearly. Analysis and explanation of each question is presented step by step.

RESULTS & FINDINGS

Five point Likert scales were used in the current study to measure the attitude of individuals. To check the reliability of the questionnaire pre-testing was conducted and appropriate and desirable changes were made. Chi-square (χ^2) analysis and descriptive analysis were used to illustrate the correlation between emotional intelligence and personality development and its traits as maturity, motivation, self-control and social- stability. The chi-square test of homogeneity was used to see whether there is difference in proportions of response categories. To ensure the validity of the chi –square test and for analysis purpose; five point Likert scale.

Maturity

TABLE 1. Frequency, Percentage and chi-square value of the responses to 1st statement “Expressing my emotions with words is not a problem for me”.

Responses	Frequency	Percentage %	X ²	P value
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AGREE	93	52.84	41.80	0.00001
NEUTRAL	23	13.1		
“DISAGREE	60	34.090		
TOTAL	176	100 %		

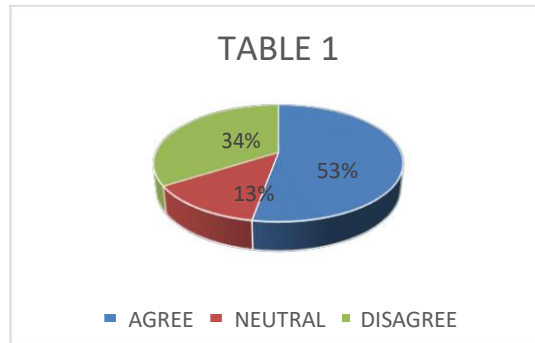


Table 1. Show the responses of students regarding opinion “expressing my emotions with words is not a problem for me. The reported results highlight that majority of the respondents (53%) do agree about this opinion, (13%) of the respondents remain neutral, whereas, about (34%) of respondents do not agree about this opinion. The reported Chi-Square value is highly significant (i.e.; $p < 0.05$). Therefore, the data provide enough evidence that there are significant differences in proportion of responses. This also suggests that majority of the respondents on the view that expressing their emotions with words was not merely problem for them.

Motivation

TABLE 2. Frequency, Percentage and chi-square value of the responses to 2nd statement “On the whole I am a highly-motivated person”.

Responses	Frequency	Percentage %	X ²	P value
AGREE	100	56.81	44.89	0.00001
NEUTRAL	44	25.1		
DISAGREE	32	18.18		
TOTAL	176	100 %		

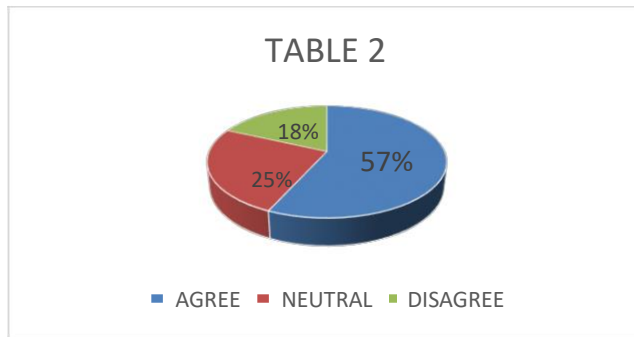


Table 2. Show the responses of students regarding “on the whole I am a highly-motivated person”. The reported results highlight that majority of the respondents (57%) do agree about this opinion, 25% of the respondents remain neutral, whereas, about 19% of respondents do not agree about this opinion. The reported Chi-Square value is highly significant (i.e.; $p < 0.05$). Therefore, the data provide enough evidence that there are significant differences in proportion of responses. This also suggests that majority of the respondent’s view that they are highly motivated persons.

Self-control

TABLE 3. Frequency, Percentage and chi-square value of the responses to 3rdstatement“On the whole, I am able to deal with stress”.

Responses	Frequency	Percentage %	X ²	P value
AGREE	98	55.681	39.54	0.0001
NEUTRAL	39	22.159		
DISAGREE	39	22.159		
TOTAL	176	100 %		

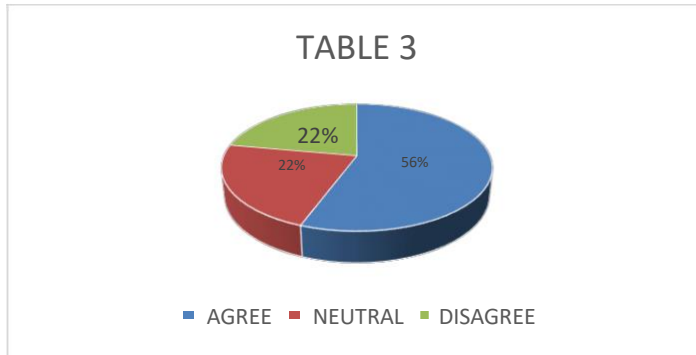


Table 3.15. Show the responses of students regarding opinion “on the whole. I am able to deal with stress”. The reported results highlight that majority of the respondents (55.68%) do agree about this opinion, (22.159%) of the respondents remain neutral, whereas, about (22.159%) of respondents do not agree about this opinion. The reported Chi-Square value is highly significant (i.e.; $p < 0.05$). Therefore, the data provide enough evidence that there are significant differences in proportion of responses. This also suggests that majority of the respondents on the view that they are able to deal with stress.

Social Stability

TABLE 4. Frequency, Percentage and chi-square value of the responses to 4th statement “On the whole I am pleased with my life”.

Responses	Frequency	Percentage %	X ²	P value
AGREE	115	65.34	82.57	0.0001
NEUTRAL	37	21.022		
DISAGREE	24	13.636		
TOTAL	176	100 %		

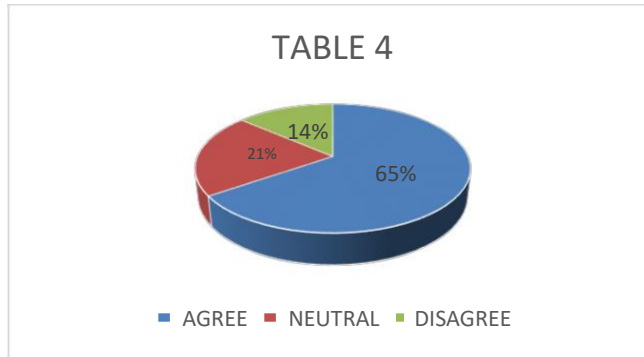


Table 4. Show the responses of students regarding opinion “on the whole. I am pleased with my life”. The reported results highlight that majority of the respondents (65%) do agree about this opinion, (21%) of the respondents remain neutral, whereas, about (13%) of respondents do not agree about this opinion. The reported Chi-Square value is highly significant (i.e.; $p < 0.05$). Therefore, the data provide enough evidence that there are significant differences in proportion of responses. This also suggests that majority of the respondents on the view that they are pleased with their life.

Conclusion

Though Emotional intelligence is a complex and dynamic construction of numerous human traits influenced by diversity of social, psychological and biological factors. However the purpose of this study was to determine the emotional intelligence in university graduates at Quetta specifically with respect to its traits like maturity, motivation, self-control and social stability in order to attain overall personality development. A cross-sectional survey design in the form of self-report questionnaire was used to collect responses from selected sample and the reported chi-square values were found highly significant (i.e.; $p < 0.05$) for most of the responses indicating maturity, motivation, self-control and social stability which are strong indicators of EI, thus ensures the presence of different traits and branches of EI at high level among university graduates which ultimately promote personality development. Some useful results have been derived from this study both for research and practice. These conclusive findings may not be generalized to the whole situation but possibly it would be helpful and applicable in other similar context. Hopefully it would provide further

guidance to explore the way that how EI serves as a substantial tool to promote students intellectual growth and personality development. Better interpersonal skills and self-management enable students to access available resources including interaction with their instructors and usage of all other supporting aids available at university campus would keep students determined at the best of their possible efforts. Realizing student's capability of self-control and self-maturity earlier and precautionary steps may control some of the on-going maladjustment issues and frustration among university graduates. In this modern era, world is indeed becoming much more codependent and interconnected in the form of a global village, therefore learning to adopt the new and changing environmental conditions is the required potency of all the students throughout their career and overall in their lives. To university graduates it seems obvious because in near future they are getting ready to compete in this challenging global environment. It would be useful to take into consideration and explore EI in social and educational context of Balochistan and further improvement in EI level of students through intervention of concept in curriculum and other supporting co-curricular trainings. The academic need to compete in challenging world is realized by anyone up to some extent, perhaps we need to realize the non-academic aspects such as emotional intelligence and its contribution to student's personality development, satisfaction and overall success and then better we might be able to face social, institutional, political and economic challenges of life.

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