

## *Original Paper*

# Emotional Intelligence: Linkage between Some Variables in Terms of University Students

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### **Abstract**

*Why some youths introverted while some extroverts? Why some guys sad when get A and the others happy when C+? Why some teenagers date a different opposite sex in every weak while others date same partner from secondary school to graduation from university? Answers to these questions are seems to be hidden in emotional intelligence. 356 university students answered Bar-On E.I. (1997) 133 items questioner with indicating gender, program, class drama course taken. Female students seem to be more emotional intelligent than their male counter parts. Freshman, sophomores' classes have more E.I. point than junior, and seniors. Social science program' students are more emotional intelligent that science students. And the last one student who took drama course are seems to be more emotionally intelligent. These findings are parallel with other many research findings. These predictable results bring us to the question of what we can do for university students with insufficient emotional intelligence. Cultural excursions, student clubs, theater and drama activities are ready suggestions. However, further research should focus on whether these activities are in fact sufficient to develop emotional intelligence. Future studies should be conduct on experimental studies that explore effectiveness of emotional intelligence programs.*

### **Keywords**

*Emotional Intelligence, University Students, Promoting Emotional Intelligence*

## 1. Introduction

### 1.1 Intelligence in General

The first quarter of the twenty-first century is called the information age and the space age. In parallel with the crowding world population, science is working at full speed in the service of humanity as diminishing natural resources become difficult to meet increasing human needs. Robots with artificial intelligence, vehicles that travel faster than sound, genetically modified foodstuffs that increase in quantity are products of human intelligence. It is not easy to draw the boundaries of human intelligence. Developing and changing science and technology change the way of human life and differentiate mental structures. Intelligence is a phenomenon that takes place in the learning process. An individual must be at a certain cognitive and intelligence level in order to benefit from the opportunities provided in education and to learn. Intelligence enables people to adapt to the environment. An intelligent person is a person who can use his/her knowledge, skills and power effectively. Therefore, intelligent people know how to adapt to whatever conditions they are in. For thousands of years, human beings have been able to adapt to natural disasters and wild environments in nature and have been able to direct nature in line with their own needs. In this case, it can be said that there is a close relationship between learning and intelligence. People who are not sufficiently developed cognitively and who have not reached a certain level of intelligence cannot benefit appropriately from education. Likewise, individuals with an intelligence above the teaching objectives cannot benefit from those teaching processes to the extent of their level. Learning environments and activities that take into account the cognitive latent powers of all average, mentally deficient or gifted children provide high-level learning.

The smartest person is the one who can learn the most and the fastest. Intelligence means the ability to think, to perceive facts, to reason, to judge and draw conclusions, the power of understanding, sharpness of mind, understanding, purity, purity of state, and righteousness. As a dictionary definition, intelligence is defined as all of the human abilities of thinking, reasoning, perceiving objective facts, judging and drawing conclusions, understanding, intelligence, wisdom and discernment (Dil Dernegi, 2005, p. 2138). In the Turkish dictionary prepared by the Turkish Language Institution, intelligence as a term of psychology, again as in other sources, means all of human thinking, reasoning, perceiving objective facts and drawing conclusions, understanding, wisdom, sagacity, astuteness, discernment, penetration (TDK, 2005, 22280).

In relation to the term intelligence, the intelligence quotient is defined as the value indicating the level of a person's mental power. Mental retardation, on the other hand, is a state of continuous slowing down, stagnation and regression in the functioning of the mind due to various reasons. Intelligence tests are tests that are not designed to measure a person's natural abilities or personality developed through general experiences. In this case, the age of intelligence is defined as the value of the score obtained from an intelligence test compared to the average of that intelligence test. People who have the ability to understand and comprehend, who comprehend quickly and easily are known as intelligent. In other

words, intelligence is a complex ability of the human brain. It is a combination of abilities resulting from the harmonious functioning of many abilities of the mind. It includes some functions of the mind such as perception, memory, thinking, reasoning and learning. In this case, intelligence includes the mind's ability to learn, to use what is learned, and to find new solutions to new situations. An intelligent person can find solutions to new situations by utilizing what he/she has learned. This enables them to draw conclusions by establishing a relationship between objects, numbers, ideas and situations. Intelligence is a broad concept that includes almost all functions of the mind (Yörükoğlu, 2000, p. 105).

### *1.2 What Is Emotional Intelligence?*

Emotional intelligence is the ability to recognize, understand, and manage one's own emotions, as well as recognize, understand, and influence the emotions of others. It encompasses a range of skills, including empathy, self-awareness, self-regulation, and social skills.

Emotional Intelligence The term emotional intelligence was first used in 1990 by psychologists Peter Salovey and John Mayer. It was used to describe the emotional qualities that seem to be important for success. These qualities include: - Empathy - Emotional expression and expression - Temperament control - Independence - Adaptability - Likeability - Interpersonal problem solving - Persistence - Compassion - Kindness - Respect (Shapiro, 1999, p. 16).

The concept of emotional intelligence is related to emotions and refers to being effective in understanding one's own and others' emotions. The ability to understand emotions such as anger, sadness, fear, pleasure, love, surprise, disgust, shame and similar emotions in oneself and others is within the scope of emotional intelligence. There are five skills that must be possessed within the concept of emotional intelligence. The first is self-knowledge and self-cognition, which is the ability to recognize an emotion as it occurs. The second is being able to manage emotions. The third is to be able to mobilize oneself. The fourth is to understand the emotions of others. Finally, the fifth is the ability to manage relationships. People with emotional ability, who are able to recognize and manage their own emotions, read the emotions of others and deal with them effectively, have an advantage in their ability to grasp the nonverbal rules that determine success in all areas of life, both in romantic intimate relationships and in organizational political relations. Intelligence, as measured by IQ (Intelligence Quotient), is no longer a constant determinant of people's success in school and work. Children with high IQs may be less successful than their peers with average IQs. Emotional intelligence (EQ) is defined as an intelligence that includes traits such as self-consciousness, perseverance, restraint of impulses, and the ability to share the feelings of others. According to research findings, lack of emotional intelligence can have very bad consequences in many areas from family life to professional success, from social relations to health. Emotional intelligence is not an inborn trait. Due to the structure of the human brain, emotional lessons learned in childhood determine behavior throughout life (Goleman, 2003, pp. 61-62).

### *1.3 The Relevance of Emotional Intelligence for University Students*

University students often face a myriad of challenges as they navigate their academic and personal lives. Developing emotional intelligence can significantly impact their overall well-being and success. When students are emotionally intelligent, they can effectively manage stress, build strong relationships, and make sound decisions.

### *1.4 The Impact of Emotional Intelligence on Academic Performance*

Studies have shown that emotional intelligence is positively correlated with academic achievement. Students with higher emotional intelligence tend to be more motivated, focused, and resilient in the face of challenges. They are better equipped to handle the pressures of university life and can adapt more effectively to new environments and demands.

### *1.5 Enhancing Emotional Intelligence in University Students*

Universities can play a crucial role in fostering emotional intelligence among their students. By integrating emotional intelligence training into their curriculum and providing support services focused on mental and emotional well-being, universities can empower students to develop the skills they need to thrive academically and personally.

### *1.6 Promoting Emotional Intelligence through Supportive Environments*

Creating a supportive and inclusive campus environment can also contribute to the development of emotional intelligence. When students feel valued, respected, and understood, they are more likely to develop strong emotional intelligence skills. Encouraging open communication, empathy, and collaboration can further enhance students' emotional intelligence.

### *1.7 Understanding the Emotional Intelligence of University Students*

There is conceptual models of leadership and emotional intelligence and demonstrates an important link between the two. Further robust studies are required for ongoing evaluation of the different models of emotional intelligence and their link with effective leadership behaviour in the healthcare field internationally. This is of particular significance for professional undergraduate education to promote ongoing compassionate, safe and high-quality standards of care (Carragher et al., 2016).

Emotional intelligence has been a subject of interest in various studies related to university students. Research has shown that emotional intelligence is significantly associated with academic performance (Chew et al., 2013; Saklofske et al., 2012; Orak et al., 2016; Oyewunmi et al., 2015; "Correlation between Emotional Intelligence and Academic Results Self-Evaluated by Students of Vietnam National University Ho Chi Minh City's Students", Nguyen Van & Nguyen Dong, 2023; Meher et al., 2021; Ali, 2020). For instance, a study by Saklofske et al. (2012) found that emotional intelligence, along with personality and coping style, was associated with academic success among undergraduate students (Saklofske et al., 2012). Similarly, research by Orak et al. (2016) investigated the effect of emotional intelligence education on baccalaureate nursing students and found a positive impact on their emotional intelligence scores (Orak et al., 2016).

Kant (2019) indicate that there is emotional intelligence difference between students in terms of departments. In the study (Oyewunmi et al., 2016) results show a correlation between emotional intelligence and academic performance; affirming that emotional intelligence predicts academic performance. There is a significant statistical impact of the emotional intelligence on self-esteem (Hammad, 2017). University students have good levels of emotional agility, resilience and emotional intelligence Shoeib (2022). Counseling communication has positive affect on students' emotional intelligence and social network (Gabriel et al., 2021). The findings indicate that emotional intelligence is a strong adaptive factor capable of compensating for the negative influence of challenging changes in life circumstances. Implications for further research and applied practice of psychological aid for young adults in their transition from educational to working environments are considered and discussed (Бороховский & Обухова, 2021). Di Fabio and Kenny (2012) examined the relationship between Emotional Intelligence (EI) and styles of decision making upon Italian high school students. The findings suggest that both mixed model and ability-based models are related to decision-making style, but that ability-based EI does not predict decision-making style beyond the effects of the mixed model. This study reveals how varied dimensions of EI, especially self-assessment of one's emotional skills and personal qualities, are related to decision-making style. Khatoon et al. (2020) investigate the significant relationship between Emotional Intelligence and Academic Performance. This investigate was done employing a quantitative strategy additionally an essential information was collected from understudies. In other to be in line with the quantitative approach chosen for this proposition, the medium through which information will be collected from respondent. Only empathy and self-motivation has stronger influence (as in seen in the mean figures, correlation, and regression analysis) on the academic performance of the students of economic department. It is found that while self-awareness, emotional management and interpersonal skill have a weak influence (as seen only in the mean and correlation figures) on the academic performance of students.

Bilbi et al. (2016) indicate that there exists positive relationship between self-esteem and emotional intelligence among Pakistani university students and it was found that females are more emotionally intelligent as compared to males but there does not exist any statistically significant gender difference in self-esteem among university students. Tekerek and Tekerek (2017) showed that there is no significant difference in students' emotional intelligence scores in terms of age and gender. Ebinagbome, and Nizam (2016) investigated the impact of emotional intelligence on student's academic performance. Their study demonstrates that there is strong relation between academic performance and emotional intelligence. Same results show a positive significant correlation between emotional intelligence and academic achievement among the students. Further the students belonging to the central board schools have a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level. Similarly, students belonging to central board schools are found to perform better in academics

compared to students in state and matriculation board schools at the higher secondary level (Chamundeswari, 2013). In an experimental finding of this study provided sharing of the importance of the implementation of emotional intelligence among university students to form positive behaviours in political aspects (Saravati Johar et al., 2018).

Other findings of the study revealed that the highest mean of nursing students was for social-emotional management, while the lowest mean was for emotional awareness. Also, there was a significant statistical difference between the perception of nursing students' emotional intelligence and their educational level. In conclusion, enhancing emotional intelligence skills among nursing students is essential for their academic performance as well as their profession (Mohamed Hassan Hamouda & Abdullah Helmi Al Nagshabandi, 2018). According to Çelik (2020), it can be said that emotional intelligence levels of individuals who serve voluntarily in organizations for disabled people, like Special Olympics, were higher.

Furthermore, a study by Abbas et al. (2018) explored the moderating role of gender inequality and age among emotional intelligence, homesickness, and mood swings in university students, indicating the relevance of emotional intelligence in addressing emotional challenges faced by students (Abbas et al., 2018). Moreover, emotional intelligence has been linked to various aspects of students' lives, such as career adaptability (Coetzee & Harry, 2014; Çizel, 2018), environmental awareness (Sharma, 2014), and emotional maturity (Coetzee & Harry, 2014). Conceptualized emotional intelligence as an ability like cognitive intelligence, highlighting its significance in predicting employees' career adaptability (Coetzee & Harry, 2014). Furthermore, the development of emotional intelligence has been explored in the context of educational interventions and training programs. For instance, a study by Groves et al. (2008) examined the deliberate development of emotional intelligence through an intensive training program, indicating the potential for enhancing emotional intelligence among business students (Groves et al., 2008). In conclusion, the literature suggests that emotional intelligence plays a crucial role in the academic performance, emotional well-being, and overall development of university students. It is evident that emotional intelligence is a multifaceted construct that influences various aspects of students' lives, and efforts to enhance emotional intelligence through targeted interventions have the potential to yield positive outcomes for students.

## 2. Materials and Methods

### 2.1 Research Model

An independent samples t-test assesses whether the means of two groups are statistically different from each other. To properly conduct such a t-test, the following conditions should be met:

- (1) The dependent variable should be continuous.
- (2) The independent variable should consist of mutually exclusive groups (i.e., be categorical).
- (3) All observations should be independent, which means that there should not be any linkage between observations (i.e., there should be no direct influence from one value within one group over other values in this same group).
- (4) There should not be many significant outliers (this applies the more the smaller the sample is).
- (5) The dependent variable should be more or less normally distributed.
- (6) The variances between groups should be similar.

It displays the significance or alpha level of the independent samples t-test. Assuming that we take the 0.05 benchmark, we cannot reject the null hypothesis with 95% certainty. Hence, we can conclude that there is no statistically significant difference between the two groups (Stockemer, 2019, p. 107).

In this study, which aims to determine the emotional intelligence levels of university students in terms of various variables, the survey model was used. The sample of this study consisted of 356 students who were randomly selected. Data Collection Tool In the study, the Likert-type “Bar-On EQ-i Emotional Intelligence Scale” developed by Bar-On (1997) was used.

The Bar-On Emotional Quotient Inventory (EQ-i, Bar-On, 1997) contains 133 brief items, and uses a five-point response set ranging from not true of me (1) to true of me (5). The EQ-i is based on the theory of emotional and social intelligence described by Bar-On and is suitable for individuals aged 16 years and older. The assessment includes four validity scales, a total EQ score, five composite scale scores, and 15 subscale scores. A score greater than 100 on any scale reflects enhanced levels of social and emotional competency. Bar-On reported internal consistencies of  $\alpha=.69-.86$ . Dawda and Hart (2000) reported high internal consistency on all scales in a male student sample (Cronbach  $\alpha r=.74-.93$ ). The manual describes that a participant’s inventory is invalid if: (a) the scores on the positive or negative impression scale exceed two standard deviations above mean scores, (b) the score on the inconsistency index is greater than 12, (c) the number of missing items is greater than 6%, or (d) the answer to question 133 (I responded openly and honestly to the above sentences) is 1 (very seldom or not true of me) or 2 (seldom true of me) (Stanimirovic & Hanrahan, 2012, p. 44).

The inventory had good structural properties. The correlations among the EQ composite scales as well as the pattern of convergent and discriminant validities suggested that the EQ-i taps a fairly broad range of related emotional constructs. One potential concern was that the Interpersonal scale had relatively small correlations with the other EQ composite scales, as well as a markedly deferent pattern of convergent and discriminant validities. With minor exceptions, the EQ-i scales show a remarkably

similar pattern of validity results for men and women, which provides preliminary evidence for a lack of gender bias (Dawda & Hart, 2000, p. 809).

Here is the loading of items on factors in the original “1-5-15” hierarchical factor structured proposed by Bar-On (1997) in the EQi manual:

**Table 1. Factors of Bar-On Emotional Intelligence Inventory**

Factor s	Stress														
	Intrapersonal					Interpersonal			Management			Adaptability			General Mood
Scales	SR	ES A	A	SA	IN	IR	SRe s	E	IC	ST	PS	RT	F	H	O
Items	11	7	22	6	3	10	16	18	13	4	1	8	14	2	11
	24	9	37	21	19	23	30	44	27	20	15	35	28	17	20
	40	23	67	36	32	31	46	55	42	33	29	38	43	31	26
	56	35	82	51	48	39	61	61	58	49	45	53	59	47	54
	70	52	96	66	92	55	72	72	73	64	60	68	74	62	80
	85	63	111	81	107	62	76	98	86	78	75	83	87	77	106
	100	88	126	95	121	69	90	119	102	93	89	88	103	91	108
	114	116	110	110	84	98	124	117	108	118	97	131	105	132	
	129		125			99	104		130	122		112		120	
						113	119					127			
						123									
						128									

Depiction of EQ-i: SR (self-regard); ESA (emotional self-awareness); A (assertiveness); SA (self-actualization); IN (independence)/IR (interpersonal relationship); SRes (social responsibility); E (empathy)/IC (impulse control); ST (stress tolerance)/PS (problem solving); RT (reality testing); F (flexibility)/H (happiness); O (optimism).

EQi items load on the factors and many items have cross-loadings (S. D. Hart, Personal Communication, January 13, 2024).



The Turkish linguistic equivalence, reliability and validity study of this test was conducted by Mumcuoğlu (2002).

Alpha values of emotional intelligence scale is as follows; ,92 Personal Abilities ,89 Interpersonal Abilities ,77 Agreeableness ,81 Coping with Stress ,81 General Mood ,82. This show the scale is highly reliable. High alpha reliability coefficients give an idea that the scale is valid in terms of internal consistency (Tekin Bender, 2006, p. 154).

In entering the data related to the “Bar-On EQ-i Emotional Intelligence Scale” into the computer, for each of the 47 positively arranged items in the scale, 1 point was given for strongly disagree, 2 points for disagree, 3 points for undecided, 4 points for agree and 5 points for strongly agree; For the remaining 40 negative items (3, 6, 9, 11, 12, 13, 16, 17, 21, 22, 24, 29, 35, 36, 37, 38, 39, 41, 44, 47, 50, 51, 51, 56, 58, 59, 60, 64, 65, 66, 67, 70, 71, 73, 77, 79, 80, 82, 83, 85, 86), the opposite scoring is required.

### 3. Result

**Table 2. Demographic Features of Sample**

	Gender	Program	Class	Drama
Female	239	x	x	x
Male	117	x	x	x
Social	x	226	x	x
Science	x	130	x	x
Freshman & sophomore	x	x	120	x
Junior & senior	x	x	236	
Drama	x	x	x	176
No drama	x	x	x	180

Table 2 demonstrates demographic data of the sample according to gender, program class and participation of drama. Totally 356 university students enrolled in the study.

**Table 3. T-Test Results of Emotional Intelligence Scale Scores According to Gender**

Gender	N	$\bar{X}$	S	df	t	p
Female	239	4.33	50.37	354	7.47	.001
Male	117	3.93	42.42			

Table 3 indicates that emotional intelligence of university students shows a significant difference according to gender [ $t_{(354)}=7.47, p<.01$ ]. Emotional intelligence scores of female students ( $\bar{X}=4.33$ ) are higher than male students ( $\bar{X}=3.93$ ). This finding can be interpreted as a significant relationship between emotional intelligence and gender.

**Table 4. T-Test Results of Emotional Intelligence Scale Scores According to Program**

Program	N	$\bar{X}$	S	df	t	p
Social	226	4.38	52.46	354	9.96	.001
Science	130	3.88	29.97			

According to Table 4 emotional intelligence of university students shows a significant difference according to program [ $t_{(354)}=9.96, p<.01$ ]. Emotional intelligence scores of social students ( $\bar{X}=4.38$ ) are higher than science students ( $\bar{X}=3.88$ ). This finding can be interpreted as a significant relationship between emotional intelligence and program.

**Table 5. T-Test Results of Emotional Intelligence Scale Scores According to Class**

Class	N	$\bar{X}$	S	df	t	p
Freshman & sophomore	120	4.39	49.56	354	5.12	.001
Junior & senior	236	4.11	49.85			

Table 5 illustrates emotional intelligence of university students shows a significant difference according to class [ $t_{(354)}=5.12, p<.01$ ]. Emotional intelligence scores of lower-class students ( $\bar{X}=4.39$ ) are like upper-class students ( $\bar{X}=3.93$ ). This finding can be interpreted as a significant relationship between emotional intelligence and class.

**Table 6. T-Test Results of Emotional Intelligence Scale Scores According to Drama Course Taken**

Course	N	$\bar{X}$	S	df	t	p
Drama taken	176	4.51	41.95	354	13.91	.001
Drama untaken	180	3.90	40.96			

In Table 6 emotional intelligence of university students shows a significant difference according to drama course [ $t_{(354)}=13.91$ ,  $p<.01$ ]. Emotional intelligence scores of female students ( $\bar{X}=4.51$ ) are higher than male students ( $\bar{X}=3.90$ ). This finding can be interpreted as a significant relationship between emotional intelligence and drama course that taken by university students.

#### 4. Conclusion

In conclusion, the emotional intelligence of university students plays a significant role in their overall success and well-being. By nurturing emotional intelligence skills, universities can empower students to navigate the complexities of university life with resilience and confidence, ultimately setting them up for success in their academic and professional pursuits.

Emotional intelligence refers to the ability to recognize, understand, and manage our own emotions, as well as the ability to recognize, understand, and influence the emotions of others. It plays a crucial role in various aspects of life, including academic success, relationships, and overall well-being.

University students, like any other individuals, can vary in their level of emotional intelligence. However, research suggests that university students often face unique challenges that can impact their emotional intelligence. These challenges include academic pressure, social interactions, and the transition to a new environment.

Here are some key points regarding the emotional intelligence of university students:

- 1) Self-awareness: University students who possess high emotional intelligence are generally more self-aware. They have a better understanding of their own emotions, strengths, and weaknesses. This self-awareness allows them to effectively manage their emotions and make better decisions.
- 2) Relationship management: Emotional intelligence helps university students in building and maintaining healthy relationships. Students with high emotional intelligence are better at understanding and empathizing with others, resolving conflicts, and effectively communicating their needs and emotions.
- 3) Stress management: University life can be stressful, with academic demands, deadlines, and social pressures. Emotional intelligence helps students in managing stress and coping with challenges effectively. It enables them to regulate their emotions, stay focused, and seek support when needed.
- 4) Academic performance: Emotional intelligence has been found to positively correlate with academic performance. Students with higher emotional intelligence are better able to manage their time, set realistic goals, and stay motivated. They are also more resilient in the face of setbacks and failures.
- 5) Mental health and well-being: Emotional intelligence is closely linked to mental health and overall well-being. University students with higher emotional intelligence are more likely to experience lower levels of stress, anxiety, and depression. They are better equipped to handle the ups and downs of university life and maintain a positive outlook.

It is important to note that emotional intelligence is not fixed and can be developed and improved over time. Universities can play a role in promoting emotional intelligence among students through various initiatives, such as counseling services, emotional intelligence workshops, and creating a supportive and inclusive campus environment.

The studies suggest that the status of the emotional intelligence construct is limited by measurement properties of its tests. Measures based on consensual scoring exhibited low reliability. Self-report measures had salient loadings on well-established personality factors, indicating a lack of divergent validity. These data provide controvertible evidence for the existence of a separate Emotion Perception factor that (perhaps) represents the ability to monitor another individual's emotions. This factor is narrower than that postulated within current models of emotional intelligence (Davies et al., 1998).

Emotional intelligence has a very important role in human life compared to other areas of intelligence. It has been revealed by many studies that it is highly related to variables such as gender, age and program. The results of this study are in parallel with other studies. However, some studies have emphasized that participating in drama trainings is also important in terms of emotional intelligence (Uşaklı, 20011; Usakli, 2012; Usakli, 2021).

However, in addition to studies aimed at revealing the relationship between emotional intelligence and other variables in survey studies, experimental studies are also needed. First of all, emotional intelligence training programs should be prepared. Research should be conducted on which variables these programs are effective for young people. It is recommended to conduct research on how emotional intelligence training programs are effective on important variables such as addiction, loneliness, stress, social isolation in the future.

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