

THE RESEARCH ON PECULIARITIES OF EMOTIONAL INTELLIGENCE OF INDIAN STUDENTS

Soroka I.

PhD (Psychological sciences), Assistant Professor, "KROK" University, Kyiv, Tabirna str., 30-32, 03113, Ukraine

tel. +38 (050) -732-80-85, e-mail: IrinaSA@krok.edu.ua

ORCID: <https://orcid.org/0000-0003-1132-488X>

Synhainvska I.

PhD (Psychological sciences), Associate Professor, Director of the Academic and Scientific Institute of Psychology, "KROK" University, Kyiv, Tabirna str., 30-32, 03113, Ukraine

tel.: +38 (067)-978-97-98, e-mail: irinas@krok.edu.ua

ORCID: <https://orcid.org/0000-0001-6802-0081>

ДОСЛІДЖЕННЯ ОСОБЛИВОСТЕЙ ЕМОЦІЙНОГО ІНТЕЛЕКТУ ІНДІЙСЬКИХ СТУДЕНТІВ

Сорока І. А.

кандидат психологічних наук, ВНЗ «Університет економіки та права «КРОК», м. Київ, вул. Табірна, 30-32, 03113, Україна, тел.: +38 (050) -732-80-85, e-mail: IrinaSA@krok.edu.ua

ORCID: <https://orcid.org/0000-0003-1132-488X>

Сингаївська І. В.

кандидат психологічних наук, доцент, директор ННІ психології,

ВНЗ «Університет економіки та права «КРОК»,

м. Київ, вул. Табірна, 30-32, 03113, Україна, тел.: +38 (067)-978-97-98, e-mail: irinas@krok.edu.ua

ORCID: <https://orcid.org/0000-0001-6802-0081>

Annotation. *The article introduces the history of term emotional intelligence (EI), it researches existing models and components of EI, explains the difference between IQ and EQ. IQ and emotional intelligence are not interconnected. Intelligence is our ability to learn, and it's the same at any age. Emotional intelligence, on the other hand, is a flexible set of skills that can be acquired and improved with practice. Although some people are naturally more emotionally intelligent than others, we can develop high emotional intelligence even if we aren't born with it. Previous research showed that higher emotional intelligence is positively correlated with: 1. Better social relations for children and adults. 2. Highly emotionally intelligent individuals are perceived more positively by others – more pleasant, socially skilled and empathic. 3. Better family and intimate relationships. 4. Better academic achievement. 5. Better social relations during work performance and in negotiations. 6. Better psychological well-being. Emotional intelligence is positively correlated with higher life satisfaction, self-esteem and lower levels of insecurity or depression. High EQ is also the psychological factor helping to prevent interpersonal conflicts. The work analyzes the results of the EQ test conducted among Indian university students. In our research the "Know your EQ: Emotional quotient test" developed by Dr Dalip Singh and Dr NK Chadha was used. This test measures three psychological dimensions, such as: emotional sensitivity, emotional maturity and emotional competency. The "Know your EQ: Emotional quotient test" contains 22 multiple choice questions, which measure emotional responses to different situations. 51 students from Jindal Global University, city Sonipat, India took part in our research (25 males and 26 females, aged 18-22). The further research could be done with the bigger quantity of respondents in the following aspects: cross-cultural study of Indians versus Ukrainians, using Emotional Quotient Test, affect of EI on social interaction and performance at university and in the work place.*

Key words: *emotional intelligence, models, emotional sensitivity, emotional maturity, emotional competency.*

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Анотація. *Стаття досліджує історію терміна емоційний інтелект (EI), існуючі моделі та компоненти EI, пояснює різницю між IQ і EQ. Інтелектуальний коефіцієнт та емоційний інтелект не взаємопов'язані. Інтелект – це наша здатність вчитися, і вона однакова в будь-якому віці. Емоційний інтелект, навпаки, – це гнучкий набір навичок, які можна набути та вдосконалити за допомогою практики. Людина може розвинути високий емоційний інтелект. Попередні дослідження показали, що вищий емоційний інтелект позитивно корелює з позиціями: 1. Крайці соціальні відносини серед дітей і дорослих. 2. Особистості з високим EQ сприймаються іншими позитивніше – більш приємні, соціально кваліфіковані та емпатійні. 3. У них крайці*

сімейні й інтимні стосунки, навчальні досягнення, соціальні відносини під час виконання роботи та під час переговорів, краще психологічне самопочуття. Емоційний інтелект позитивно корелює з вищим рівнем задоволеності життям, самооцінкою і нижчим рівнем незахищеності чи депресії. Це також психологічний фактор, що допомагає запобігти міжособистісним конфліктам. У роботі проаналізовано результати тесту, проведеного серед студентів університету Індії. У нашому дослідженні було використано тест "Знай свій EQ", розроблений Даліпом Сінгхом та Н. К. Чадхою (Dr Dalip Singh and Dr NK Chadha). Цей тест вимірює три складові, такі як: емоційна чутливість, емоційна зрілість й емоційна компетентність. Тест містить 22 запитання з множинним вибором, які вимірюють емоційні реакції на різні ситуації. У нашому дослідженні взяли участь 51 студент з Університету Jindal Global University, місто Соніпат, Індія (25 чоловіків та 26 жінок віком 18-22 роки). Подальші дослідження можуть бути проведені з більшою кількістю респондентів у таких аспектах: міжкультурне дослідження серед індійських і українських студентів, вплив ЕІ на соціальну взаємодію та результати діяльності в університеті й на робочому місці.

Ключові слова: емоційний інтелект, моделі, емоційна чутливість, емоційна зрілість та емоційна компетентність.

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Formulation of the problem.

Emotional intelligence is distinct from intellect. IQ and emotional intelligence are not interconnected. Intelligence is our ability to learn, and it's the same at any age. Emotional intelligence, on the other hand, is a flexible set of skills that can be acquired and improved with practice. Although some people are naturally more emotionally intelligent than others, we can develop high emotional intelligence even if we aren't born with it as stated in [1; 2].

Emotional intelligence requires effective communication between the rational and emotional centers of the brain. Once we train our brain by repeatedly using new emotional intelligence strategies, emotionally intelligent behaviours become habits. A review published by J. Mayer in the journal of Annual Psychology [3] reported that higher emotional intelligence is positively correlated with: 1. Better social relations for children and adults. 2. Highly emotionally intelligent individuals are perceived more positively by others – more pleasant, socially skilled and empathic. 3. Better family and intimate relationships. 4. Better academic achievement. 5. Better social relations during work performance and in negotiations. 6. Better psychological well-being. Emotional intelligence is positively correlated with higher life satisfaction, self-esteem and lower levels of insecurity or depression [3; 4].

The research on conflict management in organizations was also conducted, which proved that the high EQ is the psychological factor helping to prevent interpersonal conflicts [5, 6]. Other dimensions of the

concept include solving conflicts, and affecting both how we feel about ourselves and also how we communicate with others.

Analysis of recent research and publications. Emotional Intelligence (EQ or EI) is a term created by two researchers: Peter Salovey and John Mayer [7]. Emotional intelligence is defined as a self-perceived ability to identify, assess, and control the emotions of oneself, of others, and of groups. Emotional intelligence is the ability to perceive emotions accurately, to take feelings into account when reasoning, to understand emotions, and to regulate or manage emotions in oneself and others.

Various models of EI exist consisting of different components. Salovey and Mayer's model includes four types of abilities: *Perceiving emotions*; *Using emotions*; *Understanding emotions* and *Managing emotion*. The model introduced by Daniel Goleman focuses on five main EI competencies and skills: *Self-awareness* – the ability to know one's emotions, and recognize their impact on others; *Self-regulation (Self-Management)* – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances; *Social skills* – managing relationships to move people in the desired direction; *Empathy* – considering other people's feelings; *Motivation* – being driven to achieve [8; 9].

Parts of the general problem which have not been solved before. Different studies have been conducted since formulating the term. But further research is needed to clarify the relationship between EI and personality traits,

EQ measurement across cultures, evaluation of emotional intelligence of different genders and ages. Our work is aimed on assessing components of emotional intelligence among Indian students.

Aims of the article. The aim of the paper is to present the theoretical material on the topic of emotional intelligence, introduce the models of the components of EI and analyze the results of the EQ test conducted among Indian university students. Presenting main material. The level of EI (EQ) can be measured by a number of tests and questionnaires. In our research the “Know your EQ: Emotional quotient test” developed by Dr Dalip Singh and Dr NK Chadha was used [10]. This test measures three psychological dimensions, such as: emotional sensitivity, emotional maturity and emotional competency. Dalip Singh defines Emotional Intelligence as “the ability of an individual to appropriately respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment” [10].

Emotional intelligence constitutes three psychological dimensions: emotional competency, emotional maturity and emotional sensitivity.

1. *Emotional Competency.* This means tackling frustrations, conflicts, inferiority complexes etc. It also means avoiding emotional exhaustion such as stress, burnout and negativity of emotions.

Finding ways to deal with anger, fear, anxiety and sadness are essential signs of emotional competency. For example, learning how to manage yourself when upset. Under Indian conditions, inferiority complex arising from issues such as knowledge, education, physical characteristics, religion, region, caste, sex are not uncommon as Dr Dalip Singh emphasizes. Inferiority complex is also reflected in the negative feelings and low opinion about oneself.

Research shows that a high level of emotional intelligence helps overcome inferiority complex. High self esteem is reflected in the feelings of confidence and competence. Egoism is based on the view that the fundamental motive behind all emotional

conduct is self interest. Tackling ego problems without hurting one’s self esteem is the key to success.

2. *Emotional Maturity.* One of the important aspects of emotional maturity is self awareness. Knowing one’s own emotional strengths and weaknesses is of great help. For instance, the inner self constantly responds to the outer world. It is generally believed that if one cannot interpret one’s own emotions, he or she may not be able to do the same for others. This will reduce your effectiveness in handling interpersonal relationships. Adaptability and flexibility. Knowing how and when to take the lead and when to follow are both essential emotional skills.

3. *Emotional Sensitivity.* In the psychological sense, sensitivity means the characteristic of being peculiarly sensitive and judge the threshold for various types of stimulations, evoking sensations, feelings and emotions. Empathy is the ability to sense how other people feel. It is the ability to share and accept another person’s feelings. Developing quality inter relationships has a positive effect on all the parties. Positive inter personal relations are a sign of success. The key to good inter personal relations is to believe in the basic elements of trust, confidence and reliance.

The “Know your EQ: Emotional quotient test” contains 22 multiple choice questions, which measure emotional responses to different situations. 51 students from Jindal Global University, city Sonapat, Haryana, India took part in our research (25 males and 26 females, aged 18-22). The results of the test are introduced in *Table 1* below.

The results of the test show that out of three psychological dimensions, sensitivity and competency of the respondents (Indian students) are developed on extremely high level, the total EQ score is surprisingly extremely high as well. This result is, as the authors assume, influenced by the mentality, bringing-up, philosophy of the whole Indian society.

Table 1

Results of Emotional Quotient Test (in percentage of respondents)

Levels	Sensitivity (Range of score: 25-100)	Maturity (Range of Score: 35-140)	Competency (Range of score: 50-200)	Total EQ (Range of score: 110-440)
Extremely high EQ	70%	-	80%	80%
High EQ	10%	20%	10%	-
Moderate EQ	20%	70%	10%	20%
Low EQ	-	10%	-	-

Conclusions and prospects for further research. To summarize, the article presented the theoretical material on the topic of emotional intelligence, introduced the models of the components of EI and analyzed the results of the EQ test conducted among Indian university students. The results of the test showed that out of three psychological dimensions, sensitivity and competency of the respondents (Indian students) are developed

on extremely high level, the total EQ score is surprisingly high as well.

The further research could be done with the bigger quantity of respondents in the following aspects: cross-cultural study of Indians versus Ukrainians, using Emotional Quotient Test, affect of EI on social interaction and performance at university and in the work place.

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Стаття надійшла в редакцію 06.08.2019 року