

Emotional Intelligence And Personal Demographic Profile Of Students In Kosovo

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Abstract

Emotion is an essential element of one's personality and also of life. Both in personal and professional survival, emotional intelligence plays an important role. In recent years, the concept of Emotional Intelligence (EI) has become a very popular parameter of knowledge, skills and abilities of a person in the office, profession, school, personal life and overall success. Purpose: The present research study focused to analyze the differences among demographic variables namely gender, age, locality (urban-rural), level of education and field of study on emotional intelligence. Methods: The research was conducted in Prishtine- Kosovo, the sample in our case consists of students at "Hasan Prishtina" University. The questionnaire for measuring emotional intelligence is the self-report emotional intelligence test Schutte et al., (1998) (SSEIT) and demographic variables. A random representative sample was taken from all faculties selecting 193 persons as participants 129(66.8%) female and 64(33.2%) male. Results: The data were analyzed using the SPSS statistical package. Kruskal-Wallis H test shows that there is a statistically significant difference in the result, $\chi^2(2) = 18.174, p = .001$, thus sending to the highest category of emotional intelligence in the category of 22-25 years old. It has also been seen that there are gender differences in the level of emotional intelligence. As for the field of study, it can be seen that there are significant differences in the level of EI where the data from the social sciences showed a higher average compared to the directions of natural sciences and the difference was ($z = -3.256, p = 0.01$). Conclusion: From the results of the research we conclude that emotional intelligence differs in terms of gender, age and field of study among students in Kosovo. In the future it would be good to review other influential variables, such as personality, the average of academic grade, and for samples to be more comprehensive, from all public and private universities in Kosovo.

Keywords: Emotional Intelligence, Age, Gender, Level Of Education, Urban/Rural, Field Of Study

Introduction

Emotion is one such factor that is said to play a significant role in the development of prosocial aids or behaviors, along with prosocial values and motives [1, 2]. Emotions play a vital role in social settings by providing assistance in developing and strengthening interpersonal communication and relationships. Emotions are the most important aspect of human nature as they motivate behavior, provide opportunities for an individual to show his inner sense of the environment, and force us to do something urgent temporarily and also provide peace of mind for any problem immediately [3]. According to Samar, emotional intelligence is a type of emotional processing that involves evaluating one's own emotions as well as evaluating the emotions of others [4]. Emotional intelligence (EI) is the ability of individuals to recognize their own and others' emotions, to distinguish between different emotions and to label them appropriately, and to use emotional information to guide thinking

and behavior. This definition was later broken down and refined into four proposed skills: perception, use, understanding, and emotion management [5].

Emotional intelligence includes the ability to accurately perceive and express emotions, to use emotions to facilitate thought, to understand emotions, and to manage emotions for emotional growth [6]. Weisinger suggested that emotional intelligence also enables individuals to get positive results in using their emotions to regulate their behavior and that IE is not a trait but can be nurtured, developed and grown [7]. According to Goleman, Mayer and Salovey IE influences the education of students in school [6-8]. According to Goleman, students who face emotional challenges exhibit uncontrollable behaviors and are more vulnerable to school discipline problems [9]. The inclusion of emotional intelligence in higher education is necessary because it will enable students

to reduce their academic pressure and become a better decision maker. Educational environments focus on students' success, not only in their good reasoning skills but also in awareness, self-control, emotions, interpersonal and interpersonal skills. According to Samar and Tahmasbi, emotional intelligence is a type of emotional processing that involves evaluating one's own emotions and also evaluating the emotions of others to cope more effectively and successfully in society [4]. Learning social skills starts at home, from the time children start going at school, they come in contact with places to display different emotions. Mayer, Salovey and Caruso state that the literary support of emotional intelligence will trigger its successful implementation in various fields [10]. Goleman stressed that IE is more important for the success of the individual in life compared to intellectual intelligence, as it plays an important role in success at work, in study and in social life [11]. He also sees that students with emotional intelligence are more popular and liked by their friends, and have higher social skills, are less aggressive, and are more alert in learning situations.

The first theoretical model in 1990, by Salovey and Mayer, was called the skill-based model and shared by general intelligence (IQ). According to them IE is defined as "the ability to monitor the emotions of oneself and other people, to distinguish between different emotions and to label them properly, and to use emotional information to guide thinking and behavior". The theory of Daniel Goleman (2006), was the one that put psychological theory on the map for the general public, which emphasizes how intelligence refers to human connections, the way we manage ourselves, and human interactions. According to him, emotional intelligence is usually defined by four attributes: self-management, self-awareness, social awareness, relationship Management. The Bar-On concept of emotional and social intelligence describes a series of interrelated emotional and social competencies that determine how effective individuals are in understanding and expressing themselves, understanding and interacting with others, and coping with them, daily requirements and challenges. Bar-On, thought that emotional intelligence is a skill that affects one's ability to succeed in life, whether personal or professional [12]. It also helps to cope with the surrounding environment to live in harmony and contentment.

IE is complex and influenced by many factors. One factor that affects IE is gender. This effect can be from both: social and biological factors. Socially, women are known to have higher IEs than men (Singh, 2002). Consequently, through childhood experiences, women learn to value education and interpersonal communication more than men (Gunkel, et.al., 2007). Emotional intelligence develops with age and experience, from childhood to early adulthood. Numerous studies consistently reported that older people had significantly higher scores than younger people on emotional intelligence [13, 14]. Experiences or events that older people go through give them the opportunity to practice emotional intelligence throughout their lives more than younger people and as a result, older people have a better understanding of emotions and use better strategies for emotional regulation than young people

[15, 16]. According to Marsh, in his study he found that emotional intelligence has no direct relation to gender, but it has an impact on the overall assessment of students [17]. According to Upadhyay, he found that emotional intelligence correlates with students' self-esteem. Emotional intelligence is related to the educational level of the parents and the income of the family as well [18]. It has been found that the emotional intelligence of children of families whose parents had higher educational status was higher [19]. Research done in India with approximately 200 students, had to explore the level of emotional intelligence of University students, to find the difference between emotional intelligence based on gender, locality, course level and School of Study. The results showed that all university students had a high level of emotional intelligence. The result shows that all students in the education department have high-level emotional intelligence, except compared to students of the School of Law and Governance. Female students found more IEs with higher mean values. Settlement turned out to have no significant role, but students in rural areas had higher level of intelligence compared to students in urban areas (Kant, 2019). This study is designed to achieve the following objectives: (i) to study the level of Emotional Intelligence (EI) at University Student and (ii) to study the difference between Emotional Intelligence (EI) based on gender, age, locality (urban-rural), level of education and field of study.

Methodology

Samples and Instrument

The present study was conducted in the state of KOSOVO. The target population of the study was all students of Kosovo, but the sample in our case consists of all students at "Hasan Prishtina" University in Prishtina. A random representative sampling technique was taken from all faculties selecting 193 persons as participants 129 (66.8%) female and 64 (33.2%) male. The criteria for the selection of participants were: (1) to be an active student in any of the departments of the faculties of UP and (2) must be at least 18 years old and above. For the realization of this research as measuring instruments was used the self-administered questionnaire that measures the respective variable including some demographic questions. Previously, the first introductory part contained demographic data, where participants provided data on their age, gender, place of residence (urban, rural), and parents' education etc. thus continuing with the emotional intelligence questionnaire. The Schutte Self Report Emotional Intelligence Test (SSEIT) developed by Schutte. et. al (1998) was used for measuring the Emotional Intelligence of the respondents. The Self-Report Emotional Intelligence Test, or the Schutte Emotional Intelligence Scale, is based on Salovey and Mayer's original model of emotional intelligence [10]. This model proposed that emotional intelligence consists of appraisal of emotion in the self and others, expression of emotion, regulation of emotion in the self and others, and utilization of emotion in solving problems. SSEIT includes a 33-item self-report using a scale of 1 (strongly disagree) to 5 (strongly agree) for response. Reliability or consistency of the results of the emotional intelligence questionnaire is $\alpha = .861$ with 33 questions.

Organization and Flow of Research

The administration of the questionnaires was carried out in Prishtina from the middle of February 2020. The questionnaires were distributed together with some of our collaborators, who were first well informed about the purpose and manner of administering the questionnaires. Which means the distribution of questionnaires was done in groups. Before applying the questionnaires, permission was sought from students who were included in the overall study sample. The structured questionnaires were distributed to the students, informing them in advance about the purpose of the study and about the instructions on how to complete the questionnaires. The questionnaire took about 10 minutes to complete, and the data collection took approximately 2 weeks. The questionnaires were completed in the presence of collaborators, also in the questionnaires was placed the email address in case of ambiguity of any question or for additional clarifications.

Ethical Considerations and Limitations

The study was conducted in full compliance with the ethical and professional principles of a study. Approval was initially obtained from potential study participants. Student participation was voluntary, and care was taken to minimize the damage during this period, to ensure the anonymity of the participants and to respect the dignity, it was also made known that the study data would be used only for academic purposes.

Results

Data analysis for this research was done through SPSS (a statistical package). After these necessary or basic analyses were performed, we continued with the application of other analyses. We have used Kruskal-Wallis analysis to see the differences between three or more groups and Mann-Whitney U to see the differences between two groups. Below are the tables with the relevant analyzes drawn to reach conclusions. The mean age of the participants in this study is 21 years.

Table 1: Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	193	-	-	-	-
Age	193	1.00	3.00	1.5959	.75855
EI	193	2.52	4.73	3.7613	.34212
Valid	193				

Table 1a: Demographic structure of the sample and population distribution

		Frequency	Percent
Gender	Female	129	66.8%
	Male	64	33.2%
Age	18-21	110	57.0%
	22-25	51	26.4%
	< 26	32	16.6%
Urban/Rural	Urban	116	60.1%
	Rural	77	39.9%
Level of Education	First year bachelor	55	28.5%
	Second year bachelor	44	22.8%
	Third year bachelor	32	16.6%
	Master	58	30.1%
	PhD	4	2.1%
	Total	193	100.0

From table 1a, of the 193 participants, 129 or 66.8%, were female and 64 or 33.2%, were male, starting from the age of 18 to the age of <26, of which 116 or 60.1%, were resident in the city and 77 or 39.9%, of them were resident in the rural area. As for the level of education in the first year of the bachelor are 55 (28.5%), the

second year 44 (22.8%), the third year 32 (16.6%), the master 58 (30.1%) and the doctorate 4 or 2.1%. Kruskal Wallis analysis was used to see the difference between the moss and the level of emotional intelligence.

Table 2: Kruskal-Wallis analysis of age, level of education differences in emotional intelligence.

	Age	Level of Education
Chi-Square	18.178	8.651
df	2	4
Asymp. Sig.	.001	.070

From the results obtained, we need the core values, the Chi-Square value, the degree of freedom (df), and the level of significance (Asymp. Sig). As it can be seen, the significance level is $p = .001$ and is less than the value of 0.05. So, we can say that there is a difference between these three categories of participants in terms of emotional intelligence level. The Kruskal-Wallis H test, shows that there is a statistically significant difference in the result, $\chi^2 (2) = 18.174$, $p = .001$, thus sending to the highest category of emotional intelligence in the age category 22-25 (51 participants) with an average of $M = 119.79$, then the category 18-21 (110 participants) with an average of $M = 95.29$ and finally the category over 26 years

(32) participants with the lowest average $M = 66.56$.

Regarding the differences of the years of study in the level of emotional intelligence, the analysis did not show significant differences since $p > 0.05$, therefore we can say that there are no significant differences in the level of intelligence in terms of level of education $\chi^2 (4) = 8.651$, $p = .070$, although on average there are differences so doctoral students (4) showed the highest level with an average $M = 123.5$ and the lowest average is for first year bachelor students (55) $M = 86.03$.

Table 3: Mann-Whitney U test for gender differences, urban-rural and field of study in EI.

	Gender	Urban/Rural	Field of study
Mann-Whitney U	2507.500	4044.500	3394.500
Wilcoxon W	4587.500	7047.500	8245.500
Z	-4.446	-1.112	-3.256
Asymp. Sig. (2-tailed)	.001	.266	.001
Grouping Variable: Gender, urban/rural, field of study			

The Mann-Whitney test was performed to see if there were gender differences, differences in settlements, and direction in students' level of emotional intelligence. The test showed that there are significant differences in terms of gender since $p < 0.05$. From this we conclude that there are significant differences between the gender groups regarding EI and in this case females show a higher level than males ($U = 2507,500$, $p = .001$). The Mann-Whitney U test resulted in the highest rank for females ($M = 109.56$) compared to males ($M = 71.68$), and the difference was ($z = 44.446$, $p = 0.01$).

In the residential locations it can be seen that there are no significant differences in terms of EI level ($U = 4044.500$, $p = .266$), while on average there are differences where participants from the city resulted in the highest rank ($M = 100.63$) compared to the village ($M = 91.53$), and the difference was ($z = -1.112$, $p = .266$). As for the field of study from table 3 it can be seen that there are significant differences in the level of EI ($U = 3394.500$, $p = .001$), where the data from social sciences showed a higher average compared to the directions of natural sciences. The average for social sciences with a total of 95 participants was ($M = 110.27$), while for natural sciences with 98 participants the average is ($M = 84.14$) and the difference was ($z = -3.256$, $p = 0.01$).

Discussion

Results of this study revealed that there is a significant difference in Emotional Intelligence of male and female students on emotional intelligence. Female are more emotionally intelligent on the basis of high mean value. Findings of this research is in consonance of the study of (Kant, 2019). Most people see women as

more sensitive, more fragile, and more devoted to the well-being of men compared to men, so based on the literature, we assume that women will show higher averages on these variables than men. Socially, women are known to have higher IE than men (Singh, 2002). In the socialization process, schools, peers, parents, and the media encourage women to be cooperative, expressive, and social in their interpersonal world, while men tend to be open, competitive, and independent. Consequently through childhood experiences, women learn to value education and interpersonal communication more than men (Gunkel, Lusk, Wolff, & Li, 2007).

In terms of age, the results showed that there are significant differences and that people aged 22–25 who were part of the second group have a higher level of intelligence compared to people aged 18–21 and over 26 years. The number of participants or the distribution of the sample also plays a role here. Mayer and Salovey's analyses of hundreds of adults and teens have shown that older people are better off than younger people in terms of emotional intelligence. Mayer states that emotional intelligence is associated with increasing age and experience from childhood to adulthood, which means that there are age differences in emotional intelligence. Numerous studies have consistently found that older people have significantly higher emotional intelligence scores than younger people [14].

In terms of study directions, we conclude that social science students have higher intelligence than natural science students. Considering that emotional intelligence can be developed throughout life and can be learned from practice or experience, we hypothe-

sized that since the social sciences are concerned with human relations, then our expectations were that the social sciences would show higher averages compared to the natural sciences, and this was proved. This result is also supported by the study conducted at Atatürk University by Özlü et al. (2016). Students from different fields (health, social sciences, and natural sciences) were selected using the simple random sampling method. From the results, it was determined that while science students had a lower overall average emotional intelligence degree, social science students had a higher average overall by department.

In the case of residential locations, there are no differences in terms of intelligence level. But, based on the highest average value, the highest emotional intelligence was shown in urban students. Although there are differences, on average, the difference is very small. In general, we are a collectivist culture and emotional intelligence is expressed in both urban and rural areas. Also, in terms of level of education, there are no significant differences in emotional intelligence, although on average, people in the doctorate showed a higher level of emotional intelligence, which means that emotional intelligence goes up based on the level of education and that students with a higher level of education have a more pronounced level of emotional intelligence. Perhaps even the educational experience has an impact on the average. In most cases people liked to seek pleasant feelings and they always try to avoid unpleasant feelings.

People often try to hide or suppress negative emotions. The ability to control emotions affects people positively and makes their personality even more effective, allowing them to cope with the greatest stress. Others emotional skills, such as understanding and comprehending emotions, also contribute indirectly to the quality of the emotional experience, helping people control themselves. So emotional intelligence plays a very important role not only in students but in general. The good thing about this research is that in the future why not introduce emotional intelligence in all directions as a subject and be promoted in all directions as its importance and effect are necessary in all aspects of life, and really need a greatest promotion here in Kosovar culture. The fact that the social sciences department had a higher level of emotional intelligence may be due to the fact that emotional intelligence has been proven to be planted in students during their professional training. Universities create an environment where students can develop their emotional intelligence (in some departments), but why not introduce it as a subject in all directions as its importance is being seen. In the future, it would be good to review other influential variables, such as personality and academic grade point average, as well as samples to be more comprehensive, from all public and private universities in Kosovo.

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