

# Emotional Intelligence Measures: Their Role In Students' Personal Growth, Self-Awareness And Self-Presentation.

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The burgeoning growth of Emotional Intelligence (EI) research has incorporated applications to Higher Education, and related issues explored have included prediction of academic performance and student retention. In this study three measures of EI were used to widen this research scope by providing reference norms, facilitating students' personal development goals, equipping students with effective self-presentation language and tools for self-awareness.

Two successive cohorts of level 2 Psychology students ( $N = 220$  &  $172$ ) participated by completing three validated self-report EI measures (the Assessing Emotions Scale, the Trait Emotional Intelligence Questionnaire and the Trait Meta Mood Scale), and wrote a 400-word assessed PDP report based on their scored responses. Data were analysed quantitatively by descriptive statistics, correlation analyses and with reference to content at a qualitative level.

Quantitative results showed: all measures were highly reliable and normally distributed; mean scores revealed a positive orientation, although individual differences were evident; moderate correlations showed, as expected, commonality and uniqueness between the measures. Qualitative results demonstrated that many adapted EI language and competently described their PDP-related growth and goals.

Potential for reference norms is suggested by the similarities in cohort scores and the positive response orientation in level 2 students may indicate that EI helps explain retention. However, variance in scores implies scope for identification of personal growth targets within the EI context. This exercise has enabled students to engage with employability issues such as stress and anger management, impulse control, motivation, leadership, team building and interpersonal skills.