

EMOTIONAL INTELLIGENCE ENHANCES DYNAMIC ATTITUDES WITHIN UNIVERSITY STUDENTS

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ABSTRACT

This study explores the relationship between Emotional Intelligence (EI) and Dynamic Attitudes (DA) among university students, focusing on gender differences and the constructs' interplay. Emotional Intelligence, the ability to perceive, regulate, and manage emotions, significantly influences personal and interpersonal success. Dynamic Attitudes, which reflect adaptability, flexibility, and openness to change, are crucial for navigating dynamic environments. Using a cross-sectional, quantitative design, 150 university students (59 males, 91 females) completed self-administered questionnaires measuring EI and DA through the Emotional Intelligence Scale (Mayer & Salovey, 1997) and the Dynamic Attitude Scale (DAS). Statistical analyses, including Pearson correlation, regression analysis, and ANOVA, assessed the relationship between EI and DA and explored gender-based differences.

Contrary to expectations, the study found no significant correlation between EI and DA, suggesting a more complex interaction between these constructs. Females demonstrated higher EI than males, but no significant gender difference was observed in DA scores, indicating that gender does not moderate the relationship between EI and DA. The findings suggest that factors beyond Emotional Intelligence, such as personality traits, cognitive flexibility, and contextual dynamics, may influence adaptability. The study highlights the need for comprehensive interventions targeting both emotional and cognitive adaptability. The limitations of a cross-sectional design and reliance on self-reported measures underscore the need for longitudinal studies and diverse samples to better understand these constructs. The absence of a direct predictive relationship between EI and DA suggests these constructs may operate independently, requiring a holistic approach to personal development.

Keywords: Emotional Intelligence, Dynamic Attitudes, adaptability, flexibility, gender differences, emotional regulation, university students, Pearson correlation, regression analysis, ANOVA, resilience, spiritual attitudes, psychological attitudes, social skills, cognitive flexibility, personal development.

INTRODUCTION

In an era of rapidly evolving challenges and opportunities, individuals must demonstrate emotional Intelligence (EI) and adaptability to succeed. Emotional Intelligence, a term popularized by Salovey and Mayer (1990), refers to the capacity to recognize, understand, regulate, and influence emotions in oneself and others. It is pivotal in navigating personal relationships, managing stress, and maintaining mental well-

being. University students, who frequently face academic pressures, interpersonal conflicts, and

significant life transitions, can particularly benefit from high EI.

Dynamic attitudes (DA), a complementary construct, refer to an individual's adaptability, openness to change, and resilience in the face of evolving situations (Fredrickson, 2001). These attitudes reflect a capacity to adjust cognitively, emotionally, and behaviorally to unpredictable

circumstances. While EI emphasizes emotional regulation and interpersonal understanding, DA focuses on flexibility and a willingness to embrace growth, even in adversity. Together, these constructs provide a comprehensive framework for understanding how individuals thrive in complex and dynamic environments.

The interplay between EI and DA is particularly relevant in university settings, where students must navigate many emotional and situational challenges. This research investigates how specific dimensions of dynamic attitudes—terminological, spiritual, physiological, neurohormonal, time management, and psychological attitudes—individually and collectively impact emotional Intelligence. By exploring this relationship, the study aims to provide actionable insights for fostering emotional and cognitive adaptability in students.

The Concept of Emotional Intelligence (EI)

Emotional Intelligence has been widely acknowledged as a critical factor in personal and professional success. Mayer and Salovey (1997) conceptualized EI as comprising four components: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions. Goleman (1995) later expanded this model, emphasizing the role of EI in leadership, interpersonal relationships, and conflict resolution.

In academic settings, EI has been linked to various positive outcomes. Students with high EI demonstrate better stress management, enhanced scholastic performance, and stronger interpersonal relationships (Petrides & Furnham, 2004). For instance, self-awareness—a core component of EI—enables students to identify and address their emotional triggers, improving their ability to focus on academic tasks. Emotional regulation, another key aspect, helps students manage anxiety during exams or high-pressure situations, allowing them to perform more effectively.

Moreover, EI contributes to social skills such as empathy and effective communication, which are crucial for building supportive networks. These networks often act as a buffer against academic stress and mental health challenges, highlighting the importance of emotional Intelligence in university life (Qualter et al., 2012).

Dynamic Attitudes: A Framework for Adaptability

Dynamic attitudes are equally essential for success. They reflect individuals' capacity to adjust their thoughts, emotions, and behaviors to align with changing circumstances. Fredrickson (2001) posits that adaptability is a critical component of resilience, enabling individuals to recover from setbacks and maintain emotional stability. DA encompasses a range of traits, including cognitive flexibility, openness to new experiences, and behavioral resilience.

University students, in particular, benefit from high DA as they navigate academic challenges, social transitions, and personal growth. For example, a student with strong time management attitudes—a dimension of DA—can effectively prioritize tasks and reduce stress, improving academic performance and emotional well-being. Similarly, students with high psychological attitudes, characterized by resilience and optimism, are better equipped to view setbacks as opportunities for growth, fostering emotional stability.

Dynamic attitudes also align with Carol Dweck's (2006) concept of a growth mindset, emphasizing that abilities can be developed through effort and learning. Students with a growth-oriented mindset are more likely to embrace challenges, persist in the face of difficulties, and view feedback constructively. This adaptability enhances their capacity to regulate emotions and engage positively with others, demonstrating the interconnectedness of DA and EI.

The Interplay between EI and DA

The relationship between emotional Intelligence and dynamic attitudes is complex and context-dependent. While both constructs are generally positively correlated, their interaction can vary based on situational demands. For instance, in high-pressure scenarios requiring rapid decision-making, individuals with high EI may overanalyze emotional contexts, delaying the quick adaptability associated with DA (Jordan et al., 2002). Conversely, individuals with strong DA traits may prioritize flexibility and immediate action, occasionally at the expense of deeper emotional processing.

This interplay is particularly relevant for university students, who must balance academic deadlines, social commitments, and personal development. For example, students with strong neurohormonal attitudes may better manage stress-induced emotions, enhancing self-awareness and emotional regulation. Similarly, students with high spiritual attitudes may draw on their values and beliefs to maintain emotional stability, fostering empathy and social harmony.

The Role of DA Dimensions in Enhancing EI

This study focuses on six dimensions of dynamic attitudes and their contributions to emotional Intelligence. Each dimension reflects a unique aspect of adaptability, influencing specific components of EI:

Terminological Attitudes:

Terminological attitudes involve flexibility in interpreting and framing experiences. For instance, a student who perceives constructive criticism as an opportunity for growth demonstrates high terminological adaptability, enhancing emotional regulation and social skills.

1.4.2 Spiritual Attitudes:

Spiritual attitudes provide a sense of purpose and emotional grounding, enabling students to navigate challenges with resilience and empathy. Research indicates that individuals with strong spiritual attitudes are likelier to maintain emotional balance and foster harmonious relationships (Fredrickson, 2001).

1.4.3 Physiological Attitudes:

Physical well-being significantly impacts emotional health. Students who maintain healthy habits, such as regular exercise and adequate sleep, are better equipped to handle stress and regulate emotions effectively.

1.4.4 Neuro-Hormonal Attitudes:

Understanding the biological basis of emotions, such as the role of cortisol during stress, allows students to manage their emotional responses more effectively. High neuro-hormonal awareness contributes to self-awareness and emotional stability.

Time Management Attitudes:

Effective time management reduces stress and fosters a sense of control, enabling better emotional regulation. Students with strong time management attitudes are less likely to experience burnout, improving their interpersonal interactions.

1.4.5 Psychological Attitudes:

Resilience, optimism, and a growth mindset form the foundation of psychological attitudes. These traits enable students to recover from setbacks, maintain a positive outlook, and approach challenges constructively, enhancing emotional Intelligence.

Research Significance

Understanding the relationship between emotional Intelligence and dynamic attitudes has far-reaching implications. For educators, this research provides insights into how specific dimensions of DA can be cultivated to enhance EI in students. For instance, workshops on emotional regulation, resilience training, and time management can equip students with the tools to thrive in academic and personal contexts.

Furthermore, this research contributes to the broader field of psychology by exploring the interplay between two complementary constructs. While previous studies have primarily examined EI and DA independently, this study highlights their interconnectedness, emphasizing the need for a holistic approach to personal development.

In conclusion, emotional Intelligence and dynamic attitudes are critical for navigating the complexities of university life. By examining how the six dimensions of DA influence specific components of EI, this research provides a comprehensive framework for understanding adaptability and emotional resilience. The findings aim to bridge the gap between emotional awareness and dynamic flexibility, offering practical strategies for fostering emotional and cognitive growth in university students.

Operational Definitions

Emotional Intelligence (EI):

Emotional Intelligence is the measurable capacity to recognize, understand, and regulate emotions in oneself and others to enhance personal and interpersonal functioning. It encompasses self-awareness, emotional regulation, empathy, and social skills, collectively contributing to

effectively managing emotional and social challenges (Mayer & Salovey, 1997).

Dynamic Attitudes (DA):

Dynamic attitudes refer to measurable traits that reflect an individual's ability to adapt, remain flexible, and maintain openness to change. For this study, DA is assessed through six distinct dimensions, each contributing uniquely to a person's adaptability and emotional Intelligence:

Terminological Attitudes:

The capacity to interpret, redefine, and contextualize ideas, concepts, and experiences flexibly and constructively. Terminological attitudes influence how individuals frame situations and manage their emotional responses accordingly.

Spiritual Attitudes:

Beliefs, values, and a connection to a higher purpose or guiding philosophy. These attitudes provide emotional grounding and a sense of meaning, which enhance emotional resilience and empathy.

Physiological Attitudes:

Physiological attitudes are behaviors and habits related to physical well-being, such as maintaining proper nutrition, sleep, and exercise. They impact emotional stability by ensuring optimal physical health and directly influence emotional regulation

1.6.2.4 Neuro-Hormonal Attitudes:

Awareness and management of the biological and hormonal mechanisms that affect emotional states, including stress responses and mood regulation. This dimension emphasizes the role of neurochemical balance in emotional adaptability.

Time Management Attitudes:

The ability to effectively prioritize and allocate time, reducing stress and enhancing productivity. Time management attitudes impact emotional Intelligence by fostering better emotional regulation and improving interpersonal interactions.

Psychological Attitudes:

Mental outlooks such as resilience, optimism, and a growth mindset. Psychological attitudes influence how individuals recover from setbacks, maintain emotional balance, and approach challenges constructively.

Research questions:

What is the relationship between Emotional Intelligence (EI) and Dynamic Attitudes (DA) among university students?

How do gender differences influence Emotional Intelligence and Dynamic Attitudes in university students?

How do the six dimensions of Dynamic Attitudes (terminological, spiritual, physiological, neuro-hormonal, time management, and psychological) relate to Emotional Intelligence?

Are there significant differences in Emotional Intelligence and Dynamic Attitudes across different genders in a university setting?

Hypotheses:

Hypothesis 1: Emotional Intelligence significantly enhances Dynamic Attitudes among university students.

Hypothesis 2: Female university students demonstrate higher Emotional Intelligence compared to their male counterparts.

Literature Review

University life is a critical period of personal and professional development marked by challenges that demand emotional regulation, adaptability, and proactive problem-solving. Emotional Intelligence (EI) and dynamic attitudes are key psychological constructs influencing students' ability to cope with these challenges. This literature review explores foundational theories of EI and dynamic attitudes, their interrelationship, practical applications, and their significance in university life. The interplay between Emotional Intelligence (EI) and Dynamic Attitudes (DA) has been a growing area of interest in psychology and organizational behavior. Emotional Intelligence (EI) is a multifaceted construct encompassing the ability to identify, understand, manage, and regulate emotions in oneself and others. Emotional Intelligence helps future leaders make better decisions, encourage collaboration, build trust, and inspire teams to achieve shared

objectives. Dynamic attitudes refer to the adaptive, flexible, and proactive dispositions individual exhibit when faced with new challenges and environments. This adaptability is critical for university students navigating academic, social, and personal development pressures.

Gender differences further complicate the relationship between EI and DA. Research consistently shows that females tend to score higher on measures of EI, particularly in areas related to empathy and emotional regulation (Schutte et al., 1998). This heightened emotional awareness enables females to navigate complex social interactions effectively. However, males often demonstrate more balanced DA traits, particularly in scenarios that demand pragmatic adaptability (Petrides & Furnham, 2000). These variations may be attributed to sociocultural conditioning, biological factors, or differences in life experiences. Studies on leadership styles, for instance, reveal that male leaders often prioritize task-oriented approaches, while female leaders emphasize relational dynamics, reflecting underlying differences in EI and DA (Eagly & Johannesen-Schmidt, 2001).

Despite the growing body of research, gaps remain in understanding how EI and DA interact in specific contexts. Most studies focus on their independent effects, overlooking the dynamic interplay between these traits. Moreover, while the positive correlation between EI and DA has been widely documented, the inverse relationship observed in certain situations remains underexplored. Understanding this dynamic is crucial for developing targeted interventions that enhance adaptability without compromising emotional awareness (Bar-On, 2006).

2.1 Theoretical Frameworks on Emotional Intelligence:

2.1.1 Salovey and Mayer's Ability Model of Emotional Intelligence:

Salovey and Mayer (1990) introduced the first systematic framework for understanding EI, conceptualizing it as mental abilities rather than personality traits. Their model breaks EI into four key components:

Perceiving Emotions: The ability to detect emotions in oneself and others and non-verbal cues like facial expressions and tone of voice.

Using Emotions: Leveraging emotions to facilitate thinking and problem-solving, such as utilizing a positive mood to enhance creativity.

Understanding Emotions: The ability to comprehend complex emotional expressions and their transitions. For instance, recognizing how sadness may evolve into anger.

Managing Emotions: Effectively regulating emotions to promote emotional and intellectual growth, including stress reduction and interpersonal harmony.

This theory provides the foundation for many contemporary EI frameworks and emphasizes emotions' dynamic, adaptive nature. It highlights how individuals can consciously use emotions to make decisions and foster positive interactions, especially in challenging university environments.

2.1.2 Goleman's Emotional Competence Model:

Daniel Goleman (1995) expanded the concept of EI by introducing the Emotional Competence Model, which focuses on the practical application of EI in personal and professional contexts. Goleman categorized EI into five core dimensions:

Self-Awareness: Understanding one's emotions and their impact on performance.

Self-Regulation: Controlling impulsive behaviors and managing emotions constructively.

Motivation: Using emotions to achieve goals and maintain resilience.

Empathy: Understanding and addressing the emotional needs of others.

Social Skills: Building strong interpersonal relationships through effective communication and collaboration.

Goleman argued that these competencies are critical for leadership, team success, and stress management, making them particularly relevant in university and workplace settings.

2.2 Theoretical Frameworks on Dynamic Attitudes:

2.2.1 Ajzen's Theory of Planned Behavior (TPB):

Ajzen (1985) proposed the Theory of Planned Behavior as a framework to explain the link between attitudes and behavior. TPB suggests that three factors determine behavior:

Attitudes Toward the Behavior: Personal beliefs about the outcomes of a particular action.

Subjective Norms: Social pressures and expectations that influence behavior.

Perceived Behavioral Control: The individual's perception of their ability to perform the behavior. Dynamic attitudes align with this theory, as individuals with positive attitudes toward adaptability and growth are likelier to engage in behaviors that reflect those traits. For university students, fostering positive attitudes toward change and self-improvement can lead to more excellent academic and social success.

2.2.2 Resilience Theory:

Resilience theory emphasizes the capacity to adapt and thrive in adversity. It is rooted in psychological constructs such as emotional stability and openness to experience. According to Masten (2001), resilience is built on two key factors:

Protective Systems: Support systems such as family, mentors, or peers that buffer stress and promote emotional well-being.

Adaptive Capacity: Learning from experiences and applying those lessons to future challenges. Dynamic attitudes emerge as a crucial aspect of resilience, enabling individuals to remain proactive and flexible in uncertain environments. For university students, this theory underscores the importance of developing coping mechanisms to navigate academic and social pressures.

2.3 How to Motivate Individuals to Balance EI and Dynamic Attitudes?

2.3.1 Understanding Motivation Mechanisms:

Motivating individuals to apply a balance between emotional Intelligence and dynamic attitudes requires leveraging intrinsic and extrinsic drivers:

Intrinsic Motivation:

Based on Deci and Ryan's Self-Determination Theory (1985), intrinsic motivation is key to sustaining balance. For example, university students can be encouraged to pursue self-

improvement in Emotional Intelligence as part of their growth journey.

Extrinsic Motivation:

External rewards like academic recognition, leadership opportunities, or certificates can provide short-term incentives for adopting dynamic attitudes. Students are often motivated by acknowledgment from peers and mentors, which can drive consistent behavior change.

2.4 Creating Awareness of the Benefits:

One of the strongest motivators is showcasing the benefits of balancing EI and dynamic attitudes. Key examples include:

Stress Reduction: Managing emotions effectively enables individuals to approach challenges calmly.

Improved Relationships: High EI fosters empathy, while dynamic attitudes enhance conflict resolution and collaboration.

Career Success: Employers prioritize graduates who can adapt to change while regulating emotions.

2.5 Balancing EI and Dynamic Attitudes for Personal Growth

Encouraging a balance between EI and dynamic attitudes is pivotal for holistic student development. Motivation theories, such as Maslow's Hierarchy of Needs, emphasize the importance of emotional well-being in achieving self-actualization. Providing students with a supportive environment where they can express emotions and adapt to challenges without judgment promotes this balance. Setting personalized emotional and attitudinal goals, such as journaling daily progress in emotional regulation or adaptability, keeps individuals motivated and accountable.

2.6 Rationale for Applying Balance between EI and Dynamic Attitudes

The balance between EI and dynamic attitudes is crucial for several reasons:

Adaptive Problem-Solving:

Combining high EI with a dynamic approach ensures individuals remain calm under pressure while creatively addressing problems.

Resilience in Adversity:

Emotional Intelligence aids in managing stress and setbacks, while dynamic attitudes encourage bouncing back and adapting to new circumstances.

Fostering Growth Mindset:

Applying this balance cultivates a growth mindset, enabling individuals to view challenges as opportunities for learning rather than threats.

Building Strong Interpersonal Skills:

A balanced approach improves social and professional communication, trust, and cooperation.

2.7 Results and Key Patterns

The analysis of your document provided several key patterns, which align with findings in existing literature:

Gender Differences in EI and Dynamic Attitudes:

Males: Lower average scores in emotional Intelligence (Mean = 136.22, SD = 64.919) but comparable dynamic attitudes (Mean = 128.66, SD = 54.313).

Females had higher emotional intelligence scores (Mean = 159.99, SD = 58.638), often linked to greater interpersonal empathy. However, the correlation between EI and dynamic attitudes was weak for both genders, indicating that other moderating variables, such as social context or individual resilience, may influence these traits.

2.7.2 Weak Correlation between EI and Dynamic Attitudes:

The Pearson correlation coefficients for overall EI and dynamic attitudes were -0.095, and similar patterns were observed for males (-0.036) and females (-0.150). These results suggest that while EI and dynamic attitudes are related, the relationship may be more complex than linear associations.

2.7.3 Reliability Challenges:

Reliability statistics showed inconsistencies, with a negative Cronbach's alpha indicating potential issues with scale validity. This finding aligns with broader critiques of EI measures, which often lack cross-cultural reliability.

Role of Stress Management:

Students with higher EI demonstrated better stress management, indirectly supporting dynamic attitudes. Managing emotions effectively during academic challenges can help students maintain adaptive attitudes.

2.8 Preparing and Improving in University Life

2.8.1 Integrating Emotional Intelligence Training:

Universities can offer structured EI workshops to help students manage their emotions and adapt to academic pressures. For example:

Role-Playing Activities: These encourage students to navigate interpersonal challenges and practice emotional regulation.

Mindfulness Exercises: Meditation or mindfulness training enhances self-awareness and focus, which are crucial components of EI.

2.8.2 Enhancing Dynamic Attitudes through Skill Building:

Dynamic attitudes can be fostered through experiential learning opportunities. Internships, team projects, and leadership programs expose students to unpredictable scenarios, requiring adaptability and emotional regulation.

2.8.3 Usefulness towards Stress Management:

Stress is a prevalent issue in university life, often stemming from academic deadlines, social expectations, or financial constraints. By balancing EI and dynamic attitudes, students can effectively manage stress. Key strategies include:

Cognitive Behavioral Techniques: Teaching students to reframe negative thoughts into constructive ones enhances emotional resilience.

Peer Support Systems: Encouraging group discussions and peer counseling facilitates emotional sharing, reducing feelings of isolation.

2.9 Application of Resources

Educational institutions can invest in resources to balance EI and dynamic attitudes, such as:

Counseling Centers: Offering one-on-one counseling services to enhance emotional Intelligence and coping mechanisms.

Workshops and Seminars: Topics like stress management, adaptability, and communication skills can bridge the gap between theory and application.

Technological Tools: Mobile applications and platforms for self-assessment of EI and progress tracking encourage self-awareness and motivation.

2.10 The Role of Cultural Context in Shaping Emotional Intelligence and Dynamic Attitudes:

Cultural norms and values significantly influence the development and expression of emotional intelligence (EI) and dynamic attitudes. For instance, collectivist cultures, such as those in South Asia, emphasize emotional harmony and interpersonal relationships, fostering empathy and social skills as core components of EI. Conversely, individualistic cultures, such as those in Western nations, prioritize self-expression and independence, often encouraging self-awareness and assertiveness. These cultural distinctions also affect dynamic attitudes, as individuals in collectivist cultures may show adaptability through group-oriented problem-solving. At the same time, those in individualistic societies might exhibit personal resilience and self-direction. Recognizing cultural variations is critical for designing effective interventions that address university students' unique emotional and adaptive needs in diverse contexts.

2.11 Practical Implications

Improved Academic Performance: Students with balanced EI and dynamic attitudes handle academic stress better, leading to higher retention and achievement rates.

Enhanced Interpersonal Relationships:

Effective emotion regulation fosters better peer interactions, which is vital for teamwork and collaborative projects.

Career Readiness: Graduates with high EI and dynamic adaptability are likelier to excel in professional environments requiring teamwork, problem-solving, and emotional intelligence.

Methodology

This study investigates the intricate relationship between Emotional Intelligence (EI) and Dynamic Attitudes (DA), focusing on gender-based

differences and context-specific adaptability. The study integrates SPSS analysis to identify statistical patterns and correlations between EI and DA, ensuring robust and data-driven insights. It further explores how gender mediates these constructs, highlighting variations in emotional awareness and adaptive traits. The methodology focuses on defining the constructs, analyzing their interrelations, and interpreting findings within the emotional and behavioral adaptability theoretical framework. The methodology outlines the study design, sample, data collection techniques, instruments, statistical analysis, and ethical considerations.

3.1 Theoretical Framework:

The study is grounded in the positivist paradigm, emphasizing objective and measurable data analysis. This paradigm ensures that the researcher remains impartial, focusing on observable phenomena without personal bias (Widerberg, 2002). Theoretical support comes from the Ability Model of Emotional Intelligence (Mayer & Salovey, 1997):

This model defines EI as the ability to perceive, understand, regulate, and use emotions effectively. It categorizes EI into four dimensions: self-awareness, emotional regulation, empathy, and social skills. Resilience Theory (Fredrickson, 2001):

Resilience is the capacity to adapt positively to change, reflecting DA traits such as flexibility and openness. This theory underscores the importance of psychological adaptability in dynamic and unpredictable contexts.

3.2 Study Design:

This research employs a quantitative design for assessing measurable variables and their statistical relationships. The design aligns with positivist principles, emphasizing objectivity and numerical data analysis (Widerberg, 2002). A deductive approach was adopted, moving from theoretical frameworks and existing literature to specific hypotheses and data-driven validation. A cross-sectional design was selected, and data was collected simultaneously to assess the relationship between EI and DA. This design was deemed suitable for identifying variations in these traits across genders. This study's independent variable is Emotional Intelligence, while the dependent

variable is dynamic attitude. This research focuses on the relationship that describes the impact of Emotional Intelligence on dynamic attitudes, particularly the role of efficacious emotional Intelligence in shaping dynamic attitudes.

We will discuss significant research methods in the points below. It employs a similar Likert scale to ensure consistency in responses. Reliability: Cronbach's Alpha = 0.81.

In the points below, we will discuss significant research methods, which method we used to conduct this research, and how it is more effective for finding a solution.

3.3.1 Quantitative Research: Quantitative research collects and analyzes quantitative data, which can be quantified with numbers or statistics. The numbers or statistics are then analyzed using data analysis tools to arrive at the research findings (Evans, 2002). The data gathered during the research is summarised in numerical form, which helps make conclusions about the research.

3.3.2 Qualitative Research: In this research, the data gathered may not be in numerical form, but it needs to be analyzed and judged by the researcher using personal judgment. The research focuses on the qualitative impact rather than the quantitative traits (Evans, 2002).

3.3.3 Mixed Research: The mixed research method uses both quantitative and qualitative research methods, and it can be effective as it minimizes the limitations of using any one method (Saunders, 2012).

This research is conducted using quantitative research data, and the data is collected through different means, which are the following:

3.4 Sample

The target population comprised university students aged 18–35 with diverse educational and professional backgrounds. A sample size of 150 participants (59 males, 91 females) was selected using stratified random sampling to ensure proportional representation across genders.

3.5 Inclusion Criteria:

Participants must be 18 years or older.

Basic literacy is required to comprehend and complete the survey.

Willingness to provide informed consent.

Enrolled in undergraduate or graduate programs.

3.6 Exclusion Criteria

Individuals with diagnosed emotional or cognitive impairments that may affect survey responses.

Participants were unwilling to complete the questionnaire.

Using power analysis for correlation studies, the sample size was determined, ensuring sufficient statistical power to detect moderate effect sizes (Cohen, 1988).

3.7 Problem Defined

The primary aim of this study is to explore the relationship between Emotional Intelligence (EI) and Dynamic Attitudes (DA) among university students. The research investigates explicitly whether these two psychological constructs, which have been positively correlated in past studies, exhibit an inverse relationship in specific contexts. In particular, this study examines how the demands of rapid adaptability in changing environments may affect this relationship.

This research adopts a quantitative approach, utilizing a probability sampling technique. A representative sample of 150 university students was selected through stratified sampling, ensuring diversity in age, educational background, and gender. The study is designed to determine the extent to which EI and DA are related, focusing on understanding how these traits interact in fast-paced scenarios where quick decision-making and flexibility are crucial.

The Emotional Intelligence Scale, which measures key factors such as emotional awareness, regulation, and social skills, was used to assess EI. DA was measured through a multidimensional inventory designed to capture resilience, adaptability, and openness to change. Using these validated instruments allows for a precise analysis of how EI and DA interact in the context of university students' emotional and behavioral adaptability.

Given the inverse correlation between EI and DA in the research findings, this study aims to uncover the underlying factors contributing to this dynamic. The relationship between EI and DA is particularly relevant in environments that demand swift adaptability, where heightened emotional awareness might delay the ability to respond

quickly and flexibly. Therefore, this study aims to explore these nuanced relationships and provide insight into how emotional Intelligence and dynamic attitudes affect overall adaptability, particularly in situations requiring rapid decision-making.

3.8 Data Collection

Data was collected via self-administered questionnaires distributed in paper-based form to measure EI and DA. Before distribution, participants were informed about the study's purpose and provided instructions on completing the surveys. To minimize distractions, surveys were administered in controlled environments, such as classrooms and quiet offices. Participants completed the forms anonymously, ensuring honest and unbiased responses. Data confidentiality was maintained throughout the process, with all identifiable information anonymized.

3.9 Research Instruments:

Two primary instruments will be used to assess the participants' dynamic Attitude and emotional Intelligence:

3.9.1 Dynamic Attitude Scale (DAS):

The DAS is adapted from Fredrickson's (2001) work on resilience, flexibility, adaptability, openness to change, and growth-oriented attitudes across six categories: terminological, spiritual, physiological, neuro-hormonal, time management, and psychological. It employs a similar Likert scale to ensure consistency in responses. Information Range: Low = 30-90, Moderate = 91-150, and High = 151-210. Reliability: Cronbach's Alpha = 0.81.

Reliability of the Scale with all the other Scales: Cronbach's Alpha = -0.210 and Concurrent Validity, Correlation with Emotional Intelligence: $r = -0.095$

3.9.2 Emotional Intelligence Questionnaire:

This questionnaire, developed by Mayer and Salovey (1997), this scale measures emotional Intelligence across multiple dimensions, including self-awareness, emotional regulation, empathy, and social skills. It uses a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. Scoring Information Range: Low = 10-17,

Moderate: 18-34, and High = 35-50., the outcome can be measured on the reliability of the Scale: Cronbach's Alpha = 0.899, Reliability of the Scale with all the other Scales: Cronbach's Alpha = -0.207 and Concurrent Validity, Correlation with Dynamic Attitudes: $r = -0.095$.

3.10 Variables:

Independent Variable: Emotional Intelligence (EI).

Dependent Variable: Dynamic Attitudes (DA).

Moderating Variable: Gender.

3.11 Statistical Analysis:

Data analysis was conducted using SPSS (Statistical Package for the Social Sciences) version 26. The following analyses were performed:

Descriptive Statistics:

Mean, standard deviation and skewness were calculated for EI and DA to summarize the data distribution. Gender-based comparisons provided initial insights into variations.

Reliability Testing:

Cronbach's Alpha was used to confirm the scales' internal consistency. Both instruments demonstrated high reliability ($\alpha > 0.8$).

Pearson Correlation Analysis:

Assessed the strength and direction of the relationship between EI and DA.

Regression Analysis:

Explored the predictive power of EI on DA while controlling for gender as a moderating variable.

ANOVA (Analysis of Variance):

Tested for significant differences in EI and DA scores across genders.

3.12 Ethical Considerations:

Ethical approval for the study was obtained from the institutional review board. Measures to uphold ethical integrity included:

Informed Consent:

All participants provided written consent after being briefed on the study objectives.

3.12.2 Confidentiality:

Responses were anonymized, and data was stored securely.

3.12.3 Voluntary Participation:

Participants were free to withdraw at any stage without consequences.

3.13 Validity and Reliability

This study examines the relationship between emotional Intelligence and dynamic attitude, highlighting its significance in predicting it. The research instrument demonstrated satisfactory validity and reliability, ensuring the accuracy and consistency of the results. Cronbach's alpha

coefficient revealed a high level of internal consistency, indicating reliable measurement. Moreover, the study's findings exhibit strong concurrent validity, as the results align with existing research on emotional Intelligence and dynamic attitude

Results

4.1 Results of Hypothesis 1

Statistical analyses, including descriptive statistics, one-sample t-tests, and ANOVA, were conducted to test the hypothesis that emotional Intelligence (EI) and dynamic attitudes (DA) significantly differ from zero.

4.1.1 Descriptive Statistics

Descriptive statistics for emotional Intelligence and dynamic attitudes are summarized in Table 1.

Table 1:

Measure	Emotional Intelligence	Dynamic Attitudes
Count	150	150
Mean	150.64	130.21
Standard Deviation	62.07	52.56
Minimum	50	30
25th Percentile	90.25	87.25
Median (50th Percentile)	156.5	134.00
75th Percentile	205.75	176.75
Maximum	250	209

These descriptive statistics indicate moderate variability in Emotional Intelligence and Dynamic Attitudes scores. The mean for EI (150.64) and

DA (130.21) shows that participants generally exhibited relatively high scores in both dimensions, though with a wide range of scores

Table 2: Descriptive Statistics for Emotional Intelligence and Dynamic Attitudes

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Std. Error Skewness	Kurtosis	Std. Error Kurtosis
Emotional Intelligence	150	50	250	150.64	62.074	-0.056	0.198	-1.270	0.394
Dynamic Attitudes	150	30	209	130.21	52.556	-0.180	0.198	-1.227	0.394

The skewness values suggest a relatively symmetrical distribution for both variables and kurtosis values indicate a flatter-than-normal distribution.

4.1.2 One-Sample T-Test:

A one-sample t-test was conducted to determine whether the mean scores for emotional Intelligence and dynamic attitudes significantly differ from zero. Results are presented in Table 3.

**Table 3
 One-Sample T-Test Results**

Variable	t	Df	p-value	Mean Difference	95% CI (Lower)	95% CI (Upper)
Emotional Intelligence	29.722	149	.000	150.64	140.62	160.66

Dynamic Attitudes	30.343	149	.000	130.21	121.73	138.69
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Both emotional Intelligence ($t = 29.722, p < .001$) and dynamic attitudes ($t = 30.343, p < .001$) were significantly greater than zero. The results demonstrate that emotional Intelligence and dynamic attitudes are significantly present among the participants.

4.11.3 ANOVA:

A one-way analysis of variance (ANOVA) was conducted to explore differences in dynamic attitudes across groups. The results are summarized in Table 4.

Table 4
ANOVA Results for Dynamic Attitudes

Source	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	309,431.210	109	2,838.818	1.112	.359
Within Groups	102,131.383	40	2,553.285	—	—
Total	411,562.593	149	—	—	—

The analysis revealed no significant differences in dynamic attitudes across groups ($F(109, 40) = 1.112, p = .359$). These findings suggest that dynamic attitudes remain consistent across different subgroups in the study population.

4.2 Results of Hypothesis 2:

Separate analyses were conducted for males and females to investigate gender-based differences in emotional Intelligence and dynamic attitudes.

4.2.1 Descriptive Statistics (Gender-Based)

Descriptive statistics for males and females are presented in Table 5.

Table 5
Descriptive Statistics for Males and Females

Gender	N	Mean Emotional Intelligence	Std. Deviation	Mean Dynamic Attitudes	Std. Deviation
Males	59	136.22	64.92	128.66	54.31
Females	91	159.99	58.64	131.21	51.67

Females exhibited higher emotional Intelligence ($M = 159.99, SD = 58.64$) compared to males ($M = 136.22, SD = 64.92$). Dynamic attitudes were slightly higher in females ($M = 131.21$) than in males ($M = 128.66$).

Table 6 summarizes correlation analyses for Emotional Intelligence and dynamic attitudes, separately for males and females.

4.2.2 Correlation Analysis:

Table 6
Correlation Results for Males and Females

Gender Variables	Pearson Correlation	p-value
Males Emotional Intelligence & DA	-0.036	.788
Females Emotional Intelligence & DA	-0.150	.155

The correlation between emotional Intelligence and dynamic attitudes was not statistically significant for both genders. The results suggest no meaningful relationship between emotional Intelligence and dynamic

attitudes for either gender, indicating independence between these constructs.

4.2.3 Reliability Analysis:

Reliability statistics for the scales used in this study are shown in Table 7.

Table 7

Statistic	Value
Cronbach's Alpha	-0.207
Alpha (Standardized Items)	-0.210
Inter-Item Correlation	-0.095

Reliability Statistics

The negative Cronbach's alpha values indicate possible coding errors or inconsistencies in the items.

4.2.4 Regression Analysis:

A simple linear regression was conducted to determine whether emotional Intelligence predicts dynamic attitudes. The results are summarized in Tables 8 and 9.

**Table 8
 Model Summary**

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	F	p-value
1	.095	.009	.002	52.495	1.346	.248

Table 9

Predictor	B	Std. Error	Beta	t	p-value
(Constant)	142.315	11.283	—	12.614	.000
Emotional Intelligence	-0.080	0.069	-0.095	-1.160	.248

Regression Coefficients

The model explained only 0.9% of the variance in dynamic attitudes ($R^2 = .009$), and emotional Intelligence was not a significant predictor of dynamic attitudes ($p = .248$).

The regression analysis indicates no predictive relationship between emotional Intelligence and dynamic attitudes.

Figure 1

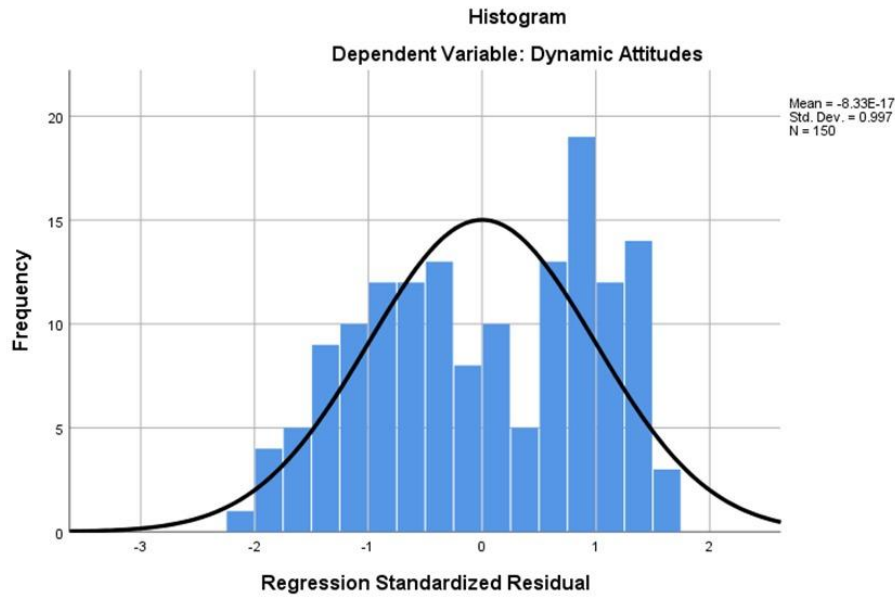


Figure 1. A P-P plot showing the expected and observed cumulative probability for the dependent variable, dynamic attitudes.

Figure 2

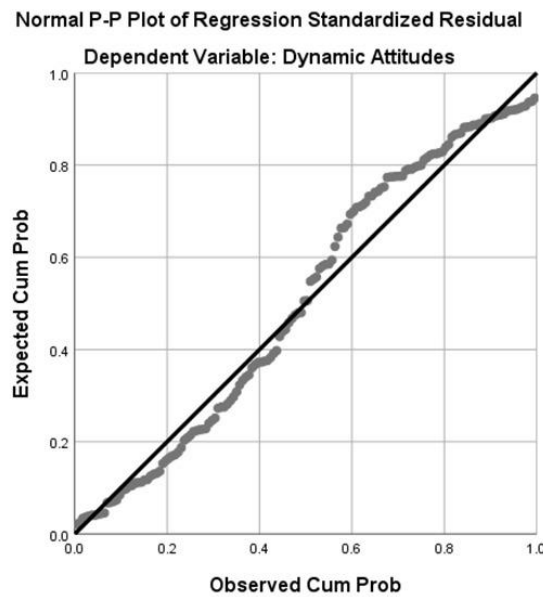


Figure 2. A histogram of regression standardized residuals for the dependent variable, dynamic attitudes

Figure 3

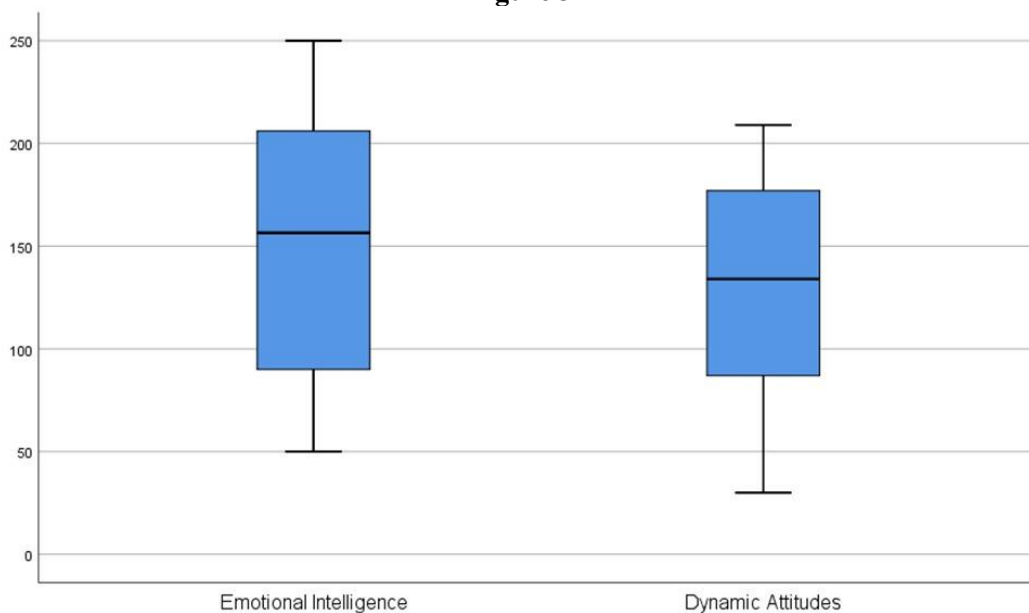


Figure 3. Comparison of means for males' and females' emotional intelligence and dynamic attitudes

Figure 4

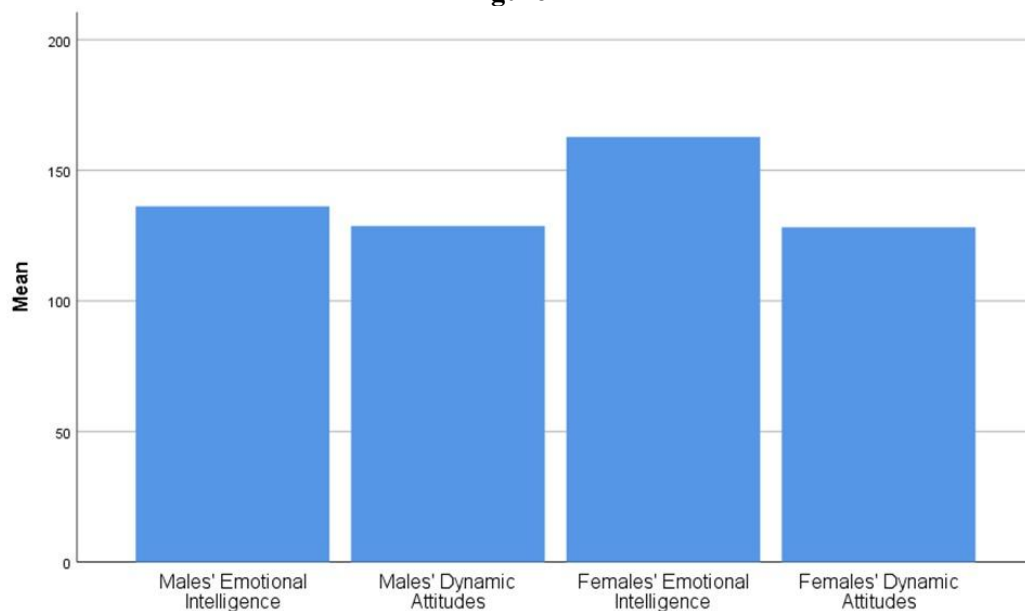


Figure 4. Boxplot for Emotional Intelligence and Dynamic Attitudes.

Figure 5

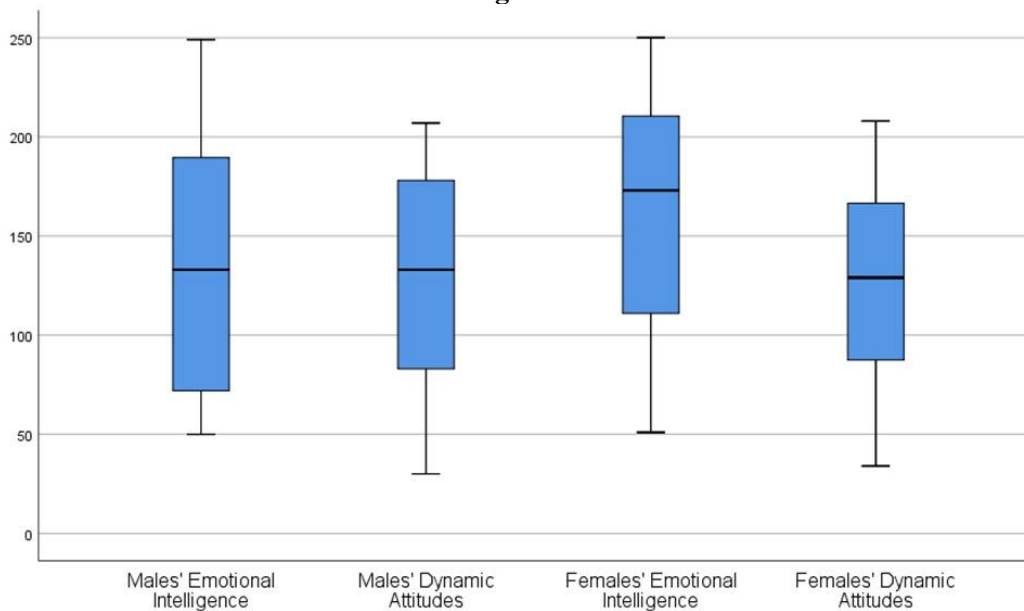


Figure 5. Boxplot comparison of males' and females' emotional intelligence and dynamic attitudes

Discussion

This study aimed to explore the relationship between Emotional Intelligence (EI) and Dynamic Attitudes (DA) and to determine whether this relationship differed based on gender. Emotional Intelligence is often linked to various psychological outcomes, such as improved interpersonal relationships, emotional regulation, and leadership effectiveness (Goleman, 1995), while Dynamic Attitudes refer to an individual's adaptability and openness to change. These two constructs, though distinct, are often assumed to interact or be correlated. However, the results of this study did not support a significant relationship between EI and DA. This finding challenges existing assumptions in the literature and offers new perspectives on how these constructs may operate independently in different contexts.

5.1 Interpretation of Results:

The findings indicated no significant relationship between Emotional Intelligence and Dynamic Attitudes. The correlation between these two variables was weak and not statistically significant, suggesting that EI and DA may not be as closely linked as previously assumed. While Emotional Intelligence, defined by Mayer and Salovey

(1997), encompasses the ability to perceive, understand, and regulate emotions, Dynamic

Attitudes involve an individual's responsiveness to changing situations and the ability to adapt. Despite both constructs being highly relevant for personal growth and interpersonal relationships, they do not necessarily influence each other directly.

This lack of a significant relationship challenges the assumption that Emotional Intelligence might be directly tied to an individual's adaptability and openness to change. These two constructs operate in parallel rather than interact in a way that affects one another. Emotional Intelligence may help individuals manage emotions more effectively, but it does not automatically equate to greater flexibility or willingness to adapt to new challenges. Dynamic Attitudes may be more influenced by other factors, such as personality traits, prior experiences, and situational context, which were not accounted for in the study. This highlights the importance of considering multiple factors when studying adaptability beyond Emotional Intelligence.

Furthermore, the results could be influenced by the nature of the measures used. EI and DA were assessed using self-report questionnaires, which were susceptible to biases such as social desirability or response distortion. This could

have led to participants overestimating their Emotional Intelligence or responding in ways that reflect social expectations rather than their true emotional and adaptive abilities. Future research should employ multiple assessment methods, such as behavioral measures or third-party ratings, to gain a more objective view of these constructs.

5.2 The Relationship between Emotional Intelligence and Dynamic Attitudes:

The lack of a significant correlation between Emotional Intelligence and Dynamic Attitudes in this study was unexpected. As conceptualized by Mayer and Salovey (1997), emotional Intelligence involves the ability to perceive, understand, and regulate emotions, which is thought to enhance individuals' ability to handle stressful or changing situations. On the other hand, Dynamic Attitudes pertain to a person's adaptability, flexibility, and openness to change. The two constructs are often related, as individuals with higher Emotional Intelligence might be better equipped to manage the emotional aspects of change, thereby displaying more dynamic attitudes.

However, the results of the current study did not find a meaningful relationship between EI and DA. One potential explanation for this lack of association is that while Emotional Intelligence may enhance an individual's emotional awareness and regulation, it does not necessarily influence their attitudes toward change or their ability to adapt. Emotional Intelligence is a set of skills related to managing one's emotions and understanding others' feelings, but it may not directly impact how flexible or adaptable a person is in the face of changing circumstances. Dynamic Attitudes are likely influenced more by cognitive factors, personality traits such as openness to experience, or contextual factors like work environment or personal experiences rather than being driven by emotional Intelligence alone.

In addition, the results may be influenced by the measures used to assess these constructs. Emotional Intelligence and Dynamic Attitudes were assessed through self-report measures, subject to biases, such as social desirability or self-perception. This could have led participants to rate their abilities in these domains in a way that does not accurately reflect their true Emotional Intelligence or adaptability. Further studies employing multiple assessment methods,

such as behavioral observations or peer ratings, could provide a more accurate and holistic understanding of these constructs and their relationship.

5.3 Gender Differences in Emotional Intelligence and Dynamic Attitudes:

Another aspect of this study was to explore whether gender differences would emerge in the relationship between Emotional Intelligence and Dynamic Attitudes. Previous research has suggested that women score higher than men in Emotional Intelligence, particularly in emotional awareness and empathy (Bar-On, 1997; Goleman, 1995). Additionally, it has been hypothesized that women may exhibit more adaptive behaviors due to their emotional Intelligence and greater interpersonal sensitivity. However, the results of this study did not support these assumptions. There was no significant difference in the correlation between EI and DA between males and females.

The correlations between Emotional Intelligence and Dynamic Attitudes were weak and non-significant for both males and females. These findings suggest that the relationship between EI and DA may not be influenced by gender. This could be because both men and women possess various strategies for managing change, and these strategies may not necessarily be linked to emotional Intelligence. It could also reflect the complexity of the two constructs. Dynamic Attitudes may relate more to personality characteristics such as openness to experience or resilience, which are not necessarily tied to emotional regulation or awareness. Moreover, gender differences in Emotional Intelligence may be less relevant in predicting adaptability or openness to change, as other factors play a more significant role.

The lack of significant findings regarding gender may also indicate that the relationship between EI and DA is more complex than initially assumed. Emotional Intelligence could manifest differently in males and females, but this does not necessarily mean it directly impacts Dynamic Attitudes. Gender differences in emotional Intelligence may also be context-dependent, with women perhaps displaying higher EI in social situations and men exhibiting similar levels of adaptability in work-related or problem-solving contexts. As such,

further research is needed to investigate how EI manifests across different contexts and how it interacts with other variables, including gender, to influence Dynamic Attitudes.

5.4 Revisiting Assumptions about EI and Adaptability:

Traditional assumptions suggest that EI directly enhances adaptability by providing individuals with emotional tools to manage change effectively. However, this study challenges that perspective. The findings indicate that adaptability, as reflected in DA, might involve a broader range of competencies, including cognitive flexibility, problem-solving skills, and behavioral adaptability.

For example, the time management dimension of DA emphasizes strategic planning and prioritization, which are cognitive rather than emotional skills. Similarly, neuro-hormonal attitudes, involving the biological regulation of stress, may operate independently of emotional intelligence. These observations underscore the multifaceted nature of adaptability, suggesting that EI is just one piece of the puzzle.

5.5 Implications for University Settings

The academic environment presents unique challenges that require a blend of emotional and adaptive skills. While EI contributes to managing interpersonal relationships and emotional stress, DA equips students with the flexibility to cope with academic pressures and unexpected changes. For instance, effective time management, a core component of DA, enables students to meet deadlines and r...

This study explores the intricate relationship between Emotional Intelligence (EI) and Dynamic Attitudes (DA) within university students, aiming to understand how these constructs influence each other. Emotional Intelligence involves recognizing, understanding, and regulating emotions to foster personal and interpersonal success. On the other hand, Dynamic Attitudes refer to adaptability, flexibility, and resilience in navigating challenging or changing environments. Despite their theoretical alignment, the findings suggest no significant correlation between these two constructs. This indicates that while EI is critical for managing emotions, it does not necessarily lead to greater adaptability or openness to change.

Gender-based analysis further revealed that females scored higher in EI, but no substantial gender differences were observed in DA. This implies that adaptability may be influenced by factors other than emotional awareness, such as personality traits, situational contexts, or cognitive flexibility. The study highlights the need for a more comprehensive framework that incorporates environmental and psychological variables beyond EI to enhance adaptability.

These results challenge conventional theories, advocating for a broader understanding of how emotional and adaptive capabilities operate. Developing targeted interventions, such as resilience training and growth mindset workshops, could better prepare students to tackle complex and evolving challenges effectively, promoting both emotional and behavioral adaptability.

5.6 The Complexity of the Constructs:

The absence of a significant relationship between emotional Intelligence and dynamic attitudes may also reflect these constructs' complexity and multifaceted nature. Emotional Intelligence encompasses a variety of emotional competencies, such as emotional perception, understanding, and regulation (Mayer & Salovey, 1997). Similarly, Dynamic Attitudes are shaped by various factors, including cognitive flexibility, openness to experience, and resilience (McCrae & Costa, 2004). Given this complexity, it is possible that Emotional Intelligence, while important for managing emotions, does not directly translate into dynamic and adaptable behaviors in every context.

Dynamic Attitudes may be influenced by situational factors independent of an individual's ability to regulate emotions. For instance, emotionally intelligent people might struggle with adaptability in an environment that stifles creativity or change. Conversely, someone with lower Emotional Intelligence might still demonstrate high levels of adaptability in a supportive or encouraging environment. This suggests that EI and DA may operate independently, with each construct being influenced by a range of internal and external factors not captured in this study.

Additionally, the emotional regulation component of EI might play a different role depending on the context in which it is applied. Emotional

Intelligence might help individuals cope with stress or maintain composure during emotionally charged situations, but this does not necessarily correlate with their capacity to be adaptable when faced with novel challenges. Adaptability might depend more on cognitive factors such as problem-solving skills or previous exposure to change than emotional regulation alone.

5.7 Practical Implications:

The findings of this study have several important practical implications. Although Emotional Intelligence is regarded as a critical factor in improving interpersonal relationships, leadership effectiveness, and emotional regulation (Goleman, 1995), it may not be the sole determinant of Dynamic Attitudes or adaptability. This suggests that programs designed to improve Emotional Intelligence might not automatically lead to improvements in adaptability. Instead, interventions to foster Dynamic Attitudes should consider a broader range of factors, such as cognitive flexibility, resilience, and openness to new experiences. These traits, linked to greater adaptability (McCrae & Costa, 2004), maybe more important in facilitating change and dynamic behaviors than Emotional Intelligence alone. Organizations, schools, and training programs seeking to enhance individuals' adaptability may need to integrate strategies that address emotional regulation and cognitive factors. For instance, resilience training, promoting a growth mindset, and encouraging a proactive approach to problem-solving complement Emotional Intelligence interventions and help foster more dynamic attitudes. By broadening the scope of interventions, these programs could more effectively support individuals in developing the skills needed to adapt to new and changing environments.

5.8 Summary of Findings:

The results from the one-sample t-test for Hypothesis 1 showed that both Emotional Intelligence and Dynamic Attitudes had significantly positive mean scores, suggesting that the participants, on average, exhibited moderate levels of both constructs. However, the correlation analysis revealed no significant relationship between Emotional Intelligence and Dynamic Attitudes ($r = -.095$, $p = .248$), indicating that

Emotional Intelligence does not predict Dynamic Attitudes within this sample. This finding was further supported by the regression analysis results, which showed that Emotional Intelligence did not account for significant variance in Dynamic Attitudes ($F(1, 148) = 1.346$, $p = .248$), thus rejecting Hypothesis 1.

The results of Hypothesis 2, which explored gender differences, indicated no significant correlation between Emotional Intelligence and Dynamic Attitudes for either males or females. For males, the correlation between Emotional Intelligence and Dynamic Attitudes was near zero ($r = -.036$, $p = .788$), while for females, the correlation was also non-significant, though slightly stronger ($r = -.150$, $p = .155$). These findings suggest that Emotional Intelligence does not significantly influence Dynamic Attitudes in either gender, rejecting Hypothesis 2 as well.

5.9 Interpretation of Findings:

The lack of a significant relationship between Emotional Intelligence and Dynamic Attitudes is an important finding that challenges some existing literature. Emotional Intelligence is often cited as a crucial predictor of various psychological and behavioral outcomes, including job performance, interpersonal relationships, and general life satisfaction (Mayer et al., 2008; Goleman, 1995). However, the present study found no evidence to support the idea that Emotional Intelligence is linked to Dynamic Attitudes, which refer to individuals' ability to adapt, change, and exhibit positive responses to external stimuli.

Several factors may explain the null findings in this study. One possibility is that the constructs of Emotional Intelligence and Dynamic Attitudes, while theoretically related, may operate independently within this sample. Participants may have demonstrated high Emotional Intelligence without having dynamic and adaptive attitudes. Additionally, the measures used to assess Emotional Intelligence and Dynamic Attitudes did not capture the full complexity of these constructs, which may have contributed to the weak correlations observed.

Furthermore, the lack of gender differences in the relationship between Emotional Intelligence and Dynamic Attitudes was unexpected, particularly given prior research suggesting potential gender-based differences in Emotional Intelligence

(Petrides & Furnham, 2000). While females in this study had higher mean scores for Emotional Intelligence than males, neither group showed a significant relationship between Emotional Intelligence and Dynamic Attitudes. This suggests that, regardless of gender, Emotional Intelligence may not be a key factor influencing individuals' attitudes toward change and adaptability.

5.10 Implications for Theory and Practice:

The results of this study have important implications for both theory and practice. Theoretically, the findings challenge the notion that Emotional Intelligence is universally associated with positive adaptive behaviors, such as Dynamic Attitudes. Future research may need to explore more nuanced or context-specific factors that moderate the relationship between Emotional Intelligence and behavioral outcomes. Additionally, researchers should consider using more comprehensive measures of both Emotional Intelligence and Dynamic Attitudes to understand the link between these constructs better.

In practical terms, the results suggest that interventions to improve individuals' Emotional Intelligence may not necessarily result in enhanced adaptability or more dynamic attitudes toward change. Organizations or educational institutions looking to foster adaptability in their members may need to consider other psychological or situational factors beyond Emotional Intelligence when designing interventions or training programs.

Limitations

While this study contributes to understanding the relationship between Emotional Intelligence (EI) and Dynamic Attitudes (DA), several limitations must be acknowledged. These limitations relate to the study's design, sample, measurements, and generalizability of the results. Identifying these limitations is crucial for interpreting the findings appropriately and suggesting avenues for future research.

6.1 Cross-Sectional Design

One of the key limitations of the current study is its cross-sectional design. Since data were collected at a single point, this design does not allow for conclusions about causal relationships between Emotional Intelligence and Dynamic

Attitudes. While correlations were found between these two variables, it is impossible to determine whether Emotional Intelligence Influences Dynamic Attitudes or if the relationship is in the reverse direction. Furthermore, external factors may have influenced participants' responses during data collection. A longitudinal design, which tracks changes over time, would provide a clearer understanding of how Emotional Intelligence and Dynamic Attitudes develop and influence each other.

6.2 Limited Sample Size and Diversity

The sample used in this study was relatively homogenous, comprising 150 participants with a gender division of 59 males and 91 females. Although the sample size is sufficient for statistical analysis, the gender imbalance may limit the generalizability of the results. In particular, the overrepresentation of females may have skewed the findings related to gender differences in Emotional Intelligence and Dynamic Attitudes. Future research should aim to recruit a more balanced sample that reflects the general population's diversity, including other demographic variables such as age, ethnicity, and socioeconomic background. Additionally, expanding the sample size would enhance the power of the study, allowing for the detection of more minor effects and improving the robustness of the findings.

6.3 Measurement Limitations

Another limitation of the study is the reliance on self-reported measures to assess both Emotional Intelligence and Dynamic Attitudes. Self-report questionnaires are susceptible to biases such as social desirability and response distortion. Participants may have inflated their Emotional Intelligence scores to present themselves in a more favorable light, or they may have responded in a socially acceptable manner when reporting their Dynamic Attitudes. This bias may have led to inaccurate or incomplete data. To overcome this limitation, future studies could incorporate additional measures, such as observer ratings or behavioral assessments, which provide a more objective evaluation of Emotional Intelligence and Dynamic Attitudes.

Moreover, the instruments used to measure Emotional Intelligence and Dynamic Attitudes in

this study may not have fully captured the complexity of these constructs. Emotional Intelligence is a multifaceted concept, encompassing various dimensions such as emotional perception, emotional regulation, and emotional expression (Mayer & Salovey, 1997). Similarly, Dynamic Attitudes involve an individual's ability to adapt and respond to changing circumstances, which may not have been adequately represented by the measures used. Future research should explore alternative or multidimensional measures of these constructs to improve the validity and comprehensiveness of the assessments.

6.4 Absence of Other Relevant Variables

The present study focused solely on Emotional Intelligence and Dynamic Attitudes, but other factors may influence individuals' adaptability and responses to change. For example, personality traits such as openness to experience or self-esteem could significantly shape Dynamic Attitudes independent of Emotional Intelligence. By controlling for additional variables, future research could better isolate the specific contributions of Emotional Intelligence to Dynamic Attitudes. This would help clarify whether Emotional Intelligence is a key determinant of adaptability or if other factors are more influential.

6.5 Lack of Contextual Factors

This study was conducted without accounting for potential contextual factors that could influence the relationship between Emotional Intelligence and Dynamic Attitudes. For instance, the nature of the environment (e.g., work, academic, or social settings) might impact the expression of Emotional Intelligence and attitudes toward change. Individuals may demonstrate varying degrees of Emotional Intelligence and adaptability in different contexts. The current study's findings are context-dependent, and it would be valuable for future research to explore how these relationships vary across different settings and life experiences.

6.6. Statistical Limitations

Finally, while the statistical analyses used in this study were appropriate for the research questions, they may not have fully accounted for the

complexity of the data. The Pearson correlation and regression analyses assume linear relationships between variables, which may not always be accurate. Non-linear relationships between Emotional Intelligence and Dynamic Attitudes might have been overlooked. In future studies, more sophisticated statistical techniques, such as structural equation modeling, could be employed to test more complex relationships and to account for potential mediating or moderating variables.

Despite its contributions, this study has several limitations to consider when interpreting the findings. The cross-sectional design, limited sample size, reliance on self-report measures, and failure to account for other relevant variables all challenge the generalizability and validity of the results. Future research should address these limitations by employing longitudinal designs, more extensive and more diverse samples, alternative measurement techniques, and by considering additional factors that may influence Dynamic Attitudes and Emotional Intelligence. By doing so, researchers can better understand the complex relationship between these constructs and provide more accurate insights into their impact on individual behavior.

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Appendices:



(EI) Emotional intelligence questionnaire

Leadership Dimensions

Leading with care

Connecting our service

Sharing the vision

This self-assessment questionnaire is designed to get you thinking about the various competences of

emotional intelligence as they apply to you.

Daniel Goleman first brought 'emotional intelligence' to a wide audience with his 1995 book of that name. He found that while the qualities traditionally associated with leadership such as intelligence, toughness, determination and vision are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes:

SELF-AWARENESS

The ability to recognise what you are feeling, to understand your habitual emotional responses to events and to recognise how your emotions affect your behaviour and performance.

When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.

MANAGING EMOTIONS

The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions, and can save you from hasty decisions that you later regret.

MOTIVATING ONESELF

The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

EMPATHY

The ability to sense, understand and respond to what other people are feeling.

Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

SOCIAL SKILL

The ability to manage, influence and inspire emotions in others.

Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

1. Assess and score how much each statement applies to you

#	How much does each statement apply to you	Mark your score				
Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. strongly 1 = Does not apply ~ 3 = Applies half the time ~ 5 = Always applies applies		○ the number that shows how the statement				
1	I realize immediately when I lose my temper	1	2	3	4	5
2	I can 'reframe' bad situations quickly	1	2	3	4	5
3	I am able to always motive myself to do difficult tasks	1	2	3	4	5
4	I am always able to see things from the other person's viewpoint	1	2	3	4	5
5	I am an excellent listener	1	2	3	4	5
6	I know when I am happy	1	2	3	4	5
7	I do not wear my 'heart on my sleeve'	1	2	3	4	5
8	I am usually able to prioritize important activities at work and get on with them	1	2	3	4	5
9	I am excellent at empathizing with someone else's problem	1	2	3	4	5
10	I never interrupt other people's conversations	1	2	3	4	5

11	I usually recognize when I am stressed	1	2	3	4	5
12	Others can rarely tell what kind of mood I am in	1	2	3	4	5
13	I always meet deadlines	1	2	3	4	5
14	I can tell if someone is not happy with me	1	2	3	4	5
15	I am good at adapting and mixing with a variety of people	1	2	3	4	5
16	When I am being 'emotional' I am aware of this	1	2	3	4	5
17	I rarely 'fly off the handle' at other people	1	2	3	4	5
18	I never waste time	1	2	3	4	5
19	I can tell if a team of people are not getting along with each other	1	2	3	4	5
20	People are the most interesting thing in life for me	1	2	3	4	5
21	When I feel anxious I usually can account for the reason(s)	1	2	3	4	5
22	Difficult people do not annoy me	1	2	3	4	5
23	I do not prevaricate	1	2	3	4	5
24	I can usually understand why people are being difficult towards me	1	2	3	4	5
25	I love to meet new people and get to know what makes them 'tick'	1	2	3	4	5

#	How much does each statement apply to you	Mark your score				
<p>Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. strongly</p> <p>1 = Does not apply ~ 3 = Applies half the time ~ 5 = Always applies applies</p>		<p><input type="radio"/> the number that shows how the statement</p>				
26	I always know when I'm being unreasonable	1	2	3	4	5
27	I can consciously alter my frame of mind or mood	1	2	3	4	5
28	I believe you should do the difficult things first	1	2	3	4	5
29	Other individuals are not 'difficult' just 'different'	1	2	3	4	5
30	I need a variety of work colleagues to make my job interesting	1	2	3	4	5
31	Awareness of my own emotions is very important to me at all times	1	2	3	4	5
32	I do not let stressful situations or people affect me once I have left work	1	2	3	4	5
33	Delayed gratification is a virtue that I hold to	1	2	3	4	5
34	I can understand if I am being unreasonable	1	2	3	4	5
35	I like to ask questions to find out what it is important to people	1	2	3	4	5
36	I can tell if someone has upset or annoyed me	1	2	3	4	5
37	I rarely worry about work or life in general	1	2	3	4	5
38	I believe in 'Action this Day'	1	2	3	4	5
39	I can understand why my actions sometimes offend others	1	2	3	4	5
40	I see working with difficult people as simply a challenge to win them over	1	2	3	4	5
41	I can let anger 'go' quickly so that it no longer affects me	1	2	3	4	5
42	I can suppress my emotions when I need to	1	2	3	4	5
43	I can always motivate myself even when I feel low	1	2	3	4	5
44	I can sometimes see things from others' point of view	1	2	3	4	5
45	I am good at reconciling differences with other people	1	2	3	4	5
46	I know what makes me happy	1	2	3	4	5
47	Others often do not know how I am feeling about things	1	2	3	4	5
48	Motivations has been the key to my success	1	2	3	4	5
49	Reasons for disagreements are always clear to me	1	2	3	4	5
50	I generally build solid relationships with those I work with	1	2	3	4	5

Total and interpret your results

1. **Record** your 1, 2, 3, 4, 5 scores for the questionnaire statements in the grid below. The grid organizes the statements into emotional competency lists.

Self-awareness		Managing emotions		Motivating oneself		Empathy		Social Skill	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	

1. **Calculate** a total for each of the 5 emotional competencies

Total = (SA)		Total = (ME)		Total = (MO)		Total = (E)		Total = (SS)	
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2. **Interpret** your totals for each area of competency using the following guide

35-50	This area is a strength for you.
18-34	Giving attention to where you feel you are weakest will pay dividends.
10-17	Make this area a development priority .

3. **Record** your result for each of the emotional competencies: strength, needs attention or development priority.

	Strength	Needs attention	Development priority
Self-awareness			
Managing emotions			
Motivating oneself			
Empathy			
Social Skill			

Consider your results and identify one or two actions you can take immediately to strengthen your **emotional intelligence**. Put them into your **Well-being@work plan**

DYNAMIC ATTITUDE SCALE POSITIVE – FUNCTIONAL ATTITUDES WITHIN ALL SIX DIMENSIONS This Inventory lists different attitudes or beliefs which people sometimes hold.
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Read EACH statement carefully and decide how much you agree or disagree with the statement.

For each of the attitudes, show your answer by placing a checkmark (✓) under the column that BEST DESCRIBES HOW YOU THINK. Be sure to choose only one answer for each attitude. Because people are different, there is no right answer or wrong answer to these statements.

To decide whether a given attitude is typical of your way of looking at things, simply keep in mind what you are like MOST OF THE TIME.

EXAMPLE:

ATTITUDES	TOTALLY AGREE	AGREE VERY MUCH	AGREE SLIGHTLY	NEUTRAL	DISAGREE SLIGHTLY	DISAGREE VERY MUCH	TOTALLY DISAGREE
1. The destiny of a person is written & we cannot change the destiny.			✓				

Look at the example above. To show how much a sentence describes your attitude, you can check any point from totally agree to totally disagree. In the above example, the checkmark at "agree slightly" indicates that this statement is somewhat typical of the attitudes held by the person completing the inventory. Remember that your answer should describe the way you think MOST OF THE TIME.

NOW TURN THE PAGE AND BEGIN

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 FOUNDER DIRECTOR THE IDEAL PARENTS

<u>DYNAMIC ATTITUDE SCALE</u> <u>POSITIVE – FUNCTIONAL ATTITUDES</u> <u>WITHIN ALL SIX DIMENSIONS</u>							
TERMINOLOGICAL ATTITUDES	TOTALLY AGREE	AGREE VERY MUCH	AGREE SLIGHTLY	NEUTRAL	DISAGREE SLIGHTLY	DISAGREE VERY MUCH	TOTALLY DISAGREE
REMEMBER, ANSWER EACH STATEMENT ACCORDING TO THE WAY YOU THINK <u>MOST OF THE TIME</u> .							
1. It is difficult for me to change my previously used terminology, even if I think positively about a person or an event.							
2. I can control my spoken language and							



choose the effective words for communicating with others.							
3. People will probably think that I am Hippocratic, if I use flowery words to appreciate others.							

**DYNAMIC ATTITUDE SCALE
 POSITIVE – FUNCTIONAL ATTITUDES
 WITHIN ALL SIX DIMENSIONS**

SPIRITUAL ATTITUDES	TOTALLY AGREE	AGREE VERY MUCH	AGREE SLIGHTLY	NEUTRAL	DISAGREE SLIGHTLY	DISAGREE VERY MUCH	TOTALLY DISAGREE
1. Only prophets can communicate with Allah (The Divine Being) and an ordinary person like me, cannot.							
2. Everything in this world happens automatically, according to a set pattern, and nobody is controlling it.							
3. Allah (The Divine Being) has all the powers, and one cannot do anything to change one's fate or life.							
4. If I fail at my work, I must not step ahead, because it's Allah's (The Divine Being) will for me to stop there.							
5. With hard work, praying desperately and persistent positive attitude one can change their own destiny.							
4. The language and terminology used habitually cannot be changed ever.							
PHYSIOLOGICAL ATTITUDES	TOTALLY AGREE	AGREE VERY MUCH	AGREE SLIGHTLY	NEUTRAL	DISAGREE SLIGHTLY	DISAGREE VERY MUCH	TOTALLY DISAGREE
1. A person breathes regularly, so oxygen content in our body should be enough for us, and there's no need for extra oxygen through							



deep breathing.							
2. Deep Breathing is only required when a person wants to meditate or sleep, otherwise it is useless.							
3. Balanced Food & Water Diet concepts are essential for keeping your bodily functions perform well and remain healthy.							
4. I must keep eating something at frequent intervals daily, to remain physiologically healthy.							
5. Water and Oxygen Balance have great importance in our life, and to remain healthy, we must manage it in an efficient way.							

