

**“A Study on Emotional Intelligence among the students of graduation programmes with respect to Surat city”**

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**ABSTRACT**

This paper addresses the importance of emotional intelligence in student's life that how they affect the most. I was conducted a research on this and the findings are presented and analyzed in the content of this paper. The objective of the research was to study the impact of various dimensions of emotional intelligence on the academic performance of students, to find the factors that influence the emotional intelligence. The paper argues against the challenges faced by students because of low emotional intelligence. This research has made it possible to identify different factors and challenges faced by students. The last part of the paper includes some recommendations for the students to improve emotional intelligence.

**KEYWORDS:** emotional intelligence, academic performance.

**INTRODUCTION**

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic.

Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

<b>Awareness</b>	<i>Self-awareness</i> Being able to understand your own emotions, reactions, strengths and weaknesses	<i>Social Awareness</i> Being able to know what other people are feeling, why they say what they say, and they do what they do
	<i>Self-control</i> Being able to manage yourself in terms of motivation and reactions	<i>Social Skills</i> Being able to communicate and interact well with others
<b>Action</b>	<b>Intrapersonal</b>	<b>Interpersonal</b>
<b>Competence</b>		

Source: <https://economictimes.indiatimes.com/definition/emotional-intelligence> accessed on 20/06/2020 at 10:05 am

### **Advantages of Emotional Intelligence**

- ✓ It is something that anyone can learn.
- ✓ It can help to reduce bullying.
- ✓ It improves a person's social effectiveness.
- ✓ It reduces the likelihood of engaging in personally destructive behaviours.
- ✓ Making decisions becomes a lot faster.

### **Disadvantages of Emotional Intelligence**

- ✓ It can be used to manipulate people.
- ✓ It prevents others from using their critical thinking skills.
- ✓ It can be used for personal gain.
- ✓ It can make a person more open and agreeable.
- ✓ It takes time to develop this skill.
- ✓ Emotional intelligence is a skill that not everyone takes seriously.

### **Here are a few tips to enhance EQ**

- Self-awareness
- Empathy
- Communicating
- Dealing with Exam Stress

## I. LITERATURE REVIEW

Jayashree S, Vimal Ram S, Arun M Das (2018), published their study on Emotional Intelligence among College Students with Special Reference to Kerala. The statistical population of the study focuses on mainly three cities in Kerala comprising of 150 college students to represent Kerala as a whole. After various analysis and interpretation of the results of the study, that the students have extremely high EI, it may be viewed that Emotional Intelligence is of utmost importance to a person in order to have success in work as well as in life. It could be viewed that females have higher EQ than males.

Nowack, K. (2017), conducted a study on Sleep, Emotional Intelligence, and Interpersonal Effectiveness: Natural Bedfellows in California, U.S.A. Participants were 109 full-time employed leaders within diverse industries who were attending a 2-year executive MBA program. Although based on self-report, the study builds on the literature suggesting the lack of quantity or quantity of sleep can impair interpersonal effectiveness on the job and can affect levels of engagement, commitment to the job/organization, and perceived levels of stress. The limitation of this study is that the sleep behaviors assessed in this study are self-report (Stress Profile sleep/rest scale) and are not confirmed with objective measures of daily or weekly sleepiness or impairment.

Winnie Jacob, Sheela Pavithran (2015), in their study on “Correlational study on emotional intelligence and academic performance of nursing students in a selected college of nursing, Kochi”. The study was done in 90 nursing students. Results of the present study revealed that emotional intelligence had a significant correlation with academic performance. This finding is congruent with the earlier research findings of Schuttle et al. (1998) and Tapia (1998) who found a significant relationship between emotional intelligence and the Scholastic Aptitude Test. This result is easily explainable bearing in mind that emotional intelligence competences, such as ability to regulate one’s feeling, problem solving, intrapersonal and interpersonal skills are highly germane to academic success.

Ms. R. Indira, Dr. A .Anand Jerard Sebastine (2014), conducted a study on Emotional

Intelligence among MBA Students in Thanjavur Municipal Corporation. Emotional intelligence not only helps in learning social skills but also enhances career success and improves general quality of individual work life. With this background, the authors have selected 60 MBA Students (30 Males and 30 Females) from an educational institution by adopting Descriptive Research Design. The study revealed that although male students have higher emotional intelligence when compared to their female counterparts, the majority of them have low level of emotional intelligence.

Dr. Manzoor (2014), in his study, provided an Empirical Evidence of Relationship between Emotional Intelligence and its impact among MBA Students of Delhi (NCR), Emotional intelligence has become a major topic of interest in academics and corporate circles these days. The objective of the study is to investigate the impact of demographic variables (gender and age) on emotional intelligence of MBA students and also to study the impact of emotional intelligence on academic performance of students. The findings of the study revealed negative relationship between emotional intelligence and academic performance.

Bhadouria Preeti (2013) conducted a study on Role of Emotional Intelligence for Academic Achievement for Students. The sample consist 200 children of class 4th having age range 9-10years from various schools of Patna High and low achievers were differentiated based on their percentage in the last two consecutive examinations results. The present study reveals the factors Emotional Literacy, Academic understanding, Affective Domain Building, Self-Assessment, Pressure Handling, Parental Guidance, Performance Evaluation, Academic Motivation which if emphasized may help the mentors, parents and academicians to motivate the children for the understanding of emotions in their lives.

## II. RESEARCH METHODOLOGY

The overall objective of the research is to study on Emotional Intelligence among the students of graduation programmes with respect to Surat city. Starting from the general objective, we identified several specific objectives:

- To find the factors that influences the emotional intelligence.

- To analyze the relationship between gender and factors of emotional intelligence of students.
- To analyze the relationship between factors of emotional intelligence and academic performance of students.

In order to have a clear view concerning student and to understand the topic several research methods have been included along the research stages. I have chosen my research method survey conducted by questionnaire. The second research method I chose is based on telephonic interview survey.

### III. DISCUSSIONS AND FINDINGS

For this study, total 302 respondents are taken from which 190 respondents are male and 112 respondents are female.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	190	62.9	62.9	62.9
Female	112	37.1	37.1	100.0
Total	302	100.0	100.0	

From total respondents, 165 respondents are from BBA Stream and 137 respondents are from B.Com Stream.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BBA	165	54.6	54.6	54.6
B.Com	137	45.4	45.4	100.0
Total	302	100.0	100.0	

Objective 1:

Factor Analysis was performed Factors to identify the factors which play a predominant role in my project report.

### **KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.711
	Approx. Chi-Square	1517.172
Bartlett's Test of Sphericity	Df	190
	Sig.	.000

Extraction Method: Principal Component Analysis.

KMO measure of sampling adequacy means determines if the responses given with the sample are adequate or not and Bartlett's test of Sphericity. KMO should be close than 0.5 as minimum or barely accepted. The values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and values above 0.9 are superb. For these data, the KMO value is 0.711, which falls into the range of being good. So we should be confident that factor analysis is appropriate for these data.

Bartlett's measure tests the null hypothesis. A significant test analyze that R- matrix is not identity matrix because significance value  $< 0.05$ . Therefore, there are some relationships between the variables and null hypothesis is rejected. For these data, Bartlett's test is highly significant ( $p < 0.001$ ). So, factor analysis is appropriate.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.479	17.396	17.396	3.479	17.396	17.396	2.716	13.581	13.581
2	2.658	13.292	30.688	2.658	13.292	30.688	2.453	12.266	25.847
3	2.066	10.330	41.018	2.066	10.330	41.018	2.061	10.304	36.151
4	1.722	8.608	49.626	1.722	8.608	49.626	2.025	10.126	46.277
5	1.337	6.685	56.312	1.337	6.685	56.312	2.007	10.035	56.312
6	.963	4.813	61.125						
7	.876	4.378	65.503						
8	.788	3.939	69.442						
9	.741	3.706	73.148						
10	.692	3.458	76.606						
11	.618	3.091	79.697						
12	.604	3.021	82.718						
13	.565	2.824	85.542						
14	.551	2.757	88.299						
15	.490	2.450	90.749						
16	.451	2.253	93.002						
17	.388	1.938	94.940						
18	.366	1.831	96.771						
19	.330	1.650	98.421						

20	.316	1.579	100.000						
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Extraction Method: Principal Component Analysis.

The Total Variance Explained table shows how the variance is divided among the 26 possible factors. Note that five factors have Eigen values (a measure of explained variance) greater than 1.0, which is a common criterion for a factor to be useful. When the Eigen value is less than 1.0 the factor is explains less information than a single item would have explained.

**Rotated Component Matrix<sup>a</sup>**

	Component				
	1	2	3	4	5
For me two plus two is always five. I am optimistic even in face of repeated failure.	.768				
I never react when I am angry. I analyze each situation thoroughly when I am cool and then react.	.756				
I have good insight into my thinking and actions and I am in complete control of my behavior	.710				
I have a positive attitude in life. I always help people whenever I can. I do not work against the interest of anyone.	.691				
I set realistic goals and pursue them with tenacity.	.563				
I do not allow my emotions to spell to spoil my relations with others. I am always in control of my emotions.		.755			
I extend help to anyone who is in need without expecting any return.		.704			
I am very sensitive and respectful to the feelings of others.		.650			



If someone harms me in any way. I do not forget it easily; I am on a lookout to retaliate in the same coin.	.614			
I never have problem adjusting with any kind of person.	.526			
I cannot express myself fully before others. I am generally inhibited in my behaviour.		.758		
Certain situations and some people evoke revulsion in me.		.661		
I get hurt very easily. On such occasions I feel humiliated and degraded.		.645		
Emotionally, I am bland. I do not get disturbed even at the suffering of my near and dear ones.		.558		
I look at my problem with an open mind. I never allow my feelings and emotions to hijack my decisions and actions.			.702	
I solve a problem as soon as I confront it, and it keeps me free from worries.			.701	
My feelings are one with the suffering person. I try to spend time with that person and share his grief and sorrow.			.696	
I try to share others grief or turmoil, I am sympathetic and caring when someone is in pain.				.732
I feel guilty for any wrong that I may have done in the past.				.665
Between the two, I get more happiness and peace of mind in giving rather than taking.				.622

Table: Labeling of Factors:

<b>Sr. No</b>	<b>Name of Factor</b>	<b>Particulars</b>	<b>No of Items</b>
<b>1</b>	<b>Social-skill</b>	I extend help to anyone who is in need without expecting any return.	<b>5</b>
		I am very sensitive and respectful to the feelings of others.	
		I do not allow my emotions to spill to spoil my relations with others. I am always in control of my emotions.	
		If someone harms me in any way. I do not forget it easily; I am on a lookout to retaliate in the same coin.	
		I never have problem adjusting with any kind of person.	
<b>2</b>	<b>Empathy</b>	I feel guilty for any wrong that I may have done in the past.	<b>3</b>
		I try to share others grief or turmoil, I am sympathetic and caring when someone is in pain.	
		Between the two, I get more happiness and peace of mind in giving rather than taking.	
<b>3</b>	<b>Self-Regulation</b>	I solve a problem as soon as I confront it, and it keeps me free from worries.	

		<p>I look at my problem with an open mind. I never allow my feelings and emotions to hijack my decisions and actions.</p> <p>My feelings are one with the suffering person. I try to spend time with that person and share his grief and sorrow.</p>	3
4	<b>Self-Awareness</b>	<p>Certain situations and some people evoke revulsion in me.</p> <p>I get hurt very easily. On such occasions I feel humiliated and degraded.</p> <p>I cannot express myself fully before others. I am generally inhibited in my behaviour.</p> <p>Emotionally, I am bland. I do not get disturbed even at the suffering of my near and dear ones.</p>	4
5	<b>Motivation</b>	<p>I set realistic goals and pursue them with tenacity.</p> <p>I have good insight into my thinking and actions and I am in complete control of my behaviour</p> <p>I never react when I am angry. I analyze each situation thoroughly when I am cool and then react.</p> <p>For me two plus two is always five. I am optimistic even in face of repeated failure.</p> <p>I have a positive attitude in life. I always help people whenever I can. I</p>	5

		do not work against the interest of anyone.	
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- The variables from 1 to 5 are combined into single factor called Social-Skill (Factor 1) and have factor loading of 0.758, 0.661, 0.645, and 0.558
- Factor 2 consists of three variables are combined into single factor called Empathy and have factor loading of 0.732, 0.665, 0.622.
- Factor 3 consists of three variables are combined into single factor called Self-Regulation and have factor loading of 0.702, 0.701, 0.696.
- Factor 4 consists of three variables are combined into single factor called Self Awareness and have factor loading of 0.755, 0.704, 0.650, 0.614, 0.526
- Factor 5 consists of three variables are combined into single factor called Motivation and have factor loading of 0.768, 0.756, 0.710, 0.619, and 0.563.

Objective 2:

Here in this table it is seen that the Motivation factor is affecting the gender of the study, because there can be some driving forces such as financial conditions, emotions, power and acknowledgement affecting their emotional intelligence. Thus, from the above output its can be said that null hypothesis is rejected.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Social Skill is the same across categories of Gender of the respondent.	Independent-Samples Mann-Whitney U Test	.420	Retain the null hypothesis.
2	The distribution of Empathy is the same across categories of Gender of the respondent.	Independent-Samples Mann-Whitney U Test	.322	Retain the null hypothesis.
3	The distribution of Self Regulation is the same across categories of Gender of the respondent.	Independent-Samples Mann-Whitney U Test	.403	Retain the null hypothesis.
4	The distribution of Self Awareness is the same across categories of Gender of the respondent.	Independent-Samples Mann-Whitney U Test	.992	Retain the null hypothesis.
5	The distribution of Motivation is the same across categories of Gender of the respondent.	Independent-Samples Mann-Whitney U Test	.028	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Objective 3:

Here in this table it is seen that the factors related to Social Skill is affecting the grade of 12th std, because the stress level in 12th std is very high among the students as it is the crucial year of the academic curriculum. Thus, from the above output it can be said that null hypothesis is rejected.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Social Skill is the same across categories of Grade in 12th std.	Independent-Samples Kruskal-Wallis Test	.005	Reject the null hypothesis.
2	The distribution of Empathy is the same across categories of Grade in 12th std.	Independent-Samples Kruskal-Wallis Test	.163	Retain the null hypothesis.
3	The distribution of Self Regulation is the same across categories of Grade in 12th std.	Independent-Samples Kruskal-Wallis Test	.975	Retain the null hypothesis.
4	The distribution of Self Awareness is the same across categories of Grade in 12th std.	Independent-Samples Kruskal-Wallis Test	.281	Retain the null hypothesis.
5	The distribution of Motivation is the same across categories of Grade in 12th std.	Independent-Samples Kruskal-Wallis Test	.343	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Here in this table it is seen that the factors related to Self-Awareness is affecting the grade of previous year of the students, because in the graduating years there's a load on students about their career, they might take decisions without thinking twice, they will be thriving for new opportunities to knock on the door, thus they are likely to make emotional decisions without being aware of those emotions. Thus, from the above output its can be said that null hypothesis is rejected.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Social Skill is the same across categories of Grade in Previous year.	Independent-Samples Kruskal-Wallis Test	.584	Retain the null hypothesis.
2	The distribution of Empathy is the same across categories of Grade in Previous year.	Independent-Samples Kruskal-Wallis Test	.377	Retain the null hypothesis.
3	The distribution of Self Regulation is the same across categories of Grade in Previous year.	Independent-Samples Kruskal-Wallis Test	.603	Retain the null hypothesis.
4	The distribution of Self Awareness is the same across categories of Grade in Previous year.	Independent-Samples Kruskal-Wallis Test	.041	Reject the null hypothesis.
5	The distribution of Motivation is the same across categories of Grade in Previous year.	Independent-Samples Kruskal-Wallis Test	.143	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

Although EI growth in different individuals can promote their success, it cannot decrease academic stress by itself which was particularly significant in females. Therefore, other causes of stress such as individual differences must be taken into consideration.

Achievements in academy will be better when it is studying with more attention and applying more thinking power and consuming more time for this purpose. Therefore, students done better in academy can think more properly and can follow the behaviors of teachers, peers and family member with more attention. All these help them to flourish their emotional intelligence.

On the contrary, it can also be stated that students' emotional intelligence should be developed by adopting some adequate techniques such as discussion, counseling, exposing to the outer

world etc. so as to increase their understanding power, cogitation power and attention ability, thereby increasing the progress in academics. Therefore, the curriculum developers and educational planners should play the vital role in accomplishing emotional intelligence into the school curriculum to enhance the quantitative and qualitative aspects of students' works.

The recommendations are:

Emotions can either enhance or hinder your ability to learn, which impacts attention and memory function. If a student is anxious or agitated, they may not be able to focus on what is being taught.

Parents and teachers often times assume that kids have an innate ability to cope with these stresses, which is often untrue.

The understanding of emotional intelligence has to be in line with the understanding of why it is so important in everyday life. Similarly, it should also be stressed in all careers development and counseling activities. Shifting from academic excellence to overall excellence needs a total paradigm shift in university administration .This will guarantee student success both emotionally and professionally.

The benefits of teaching social and emotional learning are: a. improved academic performance b. Positive social behaviors c. Increased self-awareness d. less emotional distress e. Reduced violence and aggression f. Future success. g. Improved physical health.

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